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PROGRAM EVALUATION IN

HIGHER EDUCATION: A CASE STUDY

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

---

by

Elizabeth Delavan Steele

April 1999

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PROGRAM EVALUATION IN

HIGHER EDUCATION: A CASE STUDY

by

Elizabeth Delavan Steele

Approved April 1999 by

Robert J. Hanny, Ph.D.
Chairperson of Doctoral Committee

Roger G. Baldwin, Ph.D.

David W. Leslie, Ph.D.

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Dedication

This work is dedicated to my family. My parents and sisters have provided long-distance support for my efforts, even when they may occasionally have wondered why I was pursuing a doctorate. Their caring ways and encouraging words have been very helpful to me.

This is also dedicated to my children, Ben and Richard, who have had to forego play time with me, as well as meals and bedtime reading. This has been tough for all of us. The many weekends I spent in the library or at my desk took me out of their lives for a while. However, I hope that their observing my pursuit of something as important as an advanced degree, will help them to know that they can achieve their dreams too.

And finally, this is work is dedicated to my husband George. He has been endlessly patient during the long process of my earning the degree. He has been forced into a strenuous juggling of work, child care and domestic responsibilities, at a time when he dreamed of having more time to write on his own. I can only say thank you to the man who wrote, "I will always travel with you, bearing rails for the end of the line".

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Acknowledgments

Demanding tasks are rarely accomplished without the help and encouragement of others. I would like to thank Dr. Robert Hanny, chair of my committee, for his unfailing guidance and patience. I will always remember and appreciate the calm thoughtfulness with which he supported my efforts. Dr. Hanny is clearly dedicated to students' intellectual growth, and his efforts show how well he understands them.

Dr. Roger Baldwin and Dr. Dorothy Finnegan provided years of encouragement for my studies. They inspired me to meet high standards, and gave freely of their time and extensive knowledge so that I might find the same passion for the field of higher education as they have. It has been quite an adventure!

I met Dr. David Leslie in the later years of my program, when he joined the faculty in 1996. He has provided good ideas and much support to my scholarly efforts. His grasp of the issues and sense of humor helps us all to keep our concerns in perspective.

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PROGRAM EVALUATION IN HIGHER EDUCATION: A CASE STUDY

ABSTRACT

On many campuses today, program administrators and faculty members need to evaluate their programs and to respond to questions about program development and effectiveness. However, the wealth of material available in the form of tools, techniques and examples can be overwhelming to the busy administrator or faculty member.

The purpose of this study was to explore whether program administrators are using principles of evaluation and assessment as a basis for making decisions about program development and improvement. Their development and assessment practices were compared with standards of evaluation based on classically accepted evaluation and assessment theory. The focus of the study was an internationalized curriculum program at a local community college in Southeastern Virginia.

It was concluded that in spite of the many barriers to conducting program evaluation on college campuses, it remains the only way to provide program and institutional leaders with the information they need to make sound decisions about their programs. A framework for conducting evaluation was provided, which examined program phases of planning, implementation, and outcomes. It was recommended that greater attention be paid to the planning phase of developing programs, and to the context of evaluation.

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PROGRAM EVALUATION IN

HIGHER EDUCATION: A CASE STUDY

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CHAPTER I

INTRODUCTION

> The fact is that colleges work hard to provide new facilities, activities, and services but devote remarkably little time to deliberate efforts aimed at improving student learning....No human endeavor can progress, except by chance, without some way of evaluating its performance. Only with assessment...can faculties proceed by an intelligent process of trial and error to improve their educational programs (Bok, 1986, pp. 58, 66).

Introduction

The optimism and expansiveness that characterized public higher education following World War II has in the 1990s been replaced by a climate in which strategic planning, careful budgeting, and accountability to external sources has been the order of the day. As access to college has increased, so too has the public demand that its investment in higher education be money well spent, and that students are indeed learning what higher education institutions say they should learn (Bok, 1992; Schilling & Schilling, 1993). Increasingly, expressions of concern are voiced by the public and within higher education circles that those who earn the bachelor's degree be able to read well, write clearly, and communicate effectively. Thoughtful educators grapple with the question of how and what students should learn during their college years, and whether they could be learning more.

Any observer of higher education today understands that the pressure is on for colleges and universities to demonstrate their effectiveness or impact on students. Such

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pressures are not new. A spate of national reports beginning in the early 1980s questioning the impact of higher education gave rise to the accountability movement which has consumed the energies of many higher education players ever since (Conrad & Wilson, 1994; Erwin, 1991; Sims, 1992). Pressures for increased accountability were first felt in the primary and secondary education sectors, and then moved in to higher education. One such report, *A Nation At Risk (1983)*, which was written by the National Commission on Excellence, expressed concern over the apparent deficiencies found in pre-collegiate education. This report was followed a year later by Secretary of Education William Bennett's *To Reclaim a Legacy: A Report on the Humanities in Higher Education*. This report was critical of colleges' efforts to educate undergraduates in the arts, humanities, history and foreign languages (Sims, 1992). Other reports followed such as *Time for Results: The governors' 1991 report on education*, by the National Governors' Association, in which demands were made for higher education to assess the quality of student learning (Erwin, 1991).

In addition to the broad national concern that was expressed over the quality of higher education, colleges and universities have felt much of the pressure to measure student learning emanating from the states. States such as Colorado, New York, South Carolina and Virginia have moved toward public reporting of academic performance indicators (Dill, Massey, Williams, & Cook, 1996). In addition, many states have attempted to directly regulate faculty teaching loads in public universities as a means of assuring that increased faculty time and effort are committed to teaching and student learning (Dill, et al.). It may be understandable that colleges and universities have shown

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apprehension over these assessment initiatives. Whether the impetus for assessment comes from the state or the national level, colleges and universities have feared infringement of institutional autonomy and increased governmental intervention (Dill, et al.).

What are the internal barriers to the adoption of assessment activities? Much of the student learning that is examined in assessment initiatives occurs in the classroom. Yet in the past, faculty members have traditionally shared little information with their colleagues about the ways in which they teach courses, or what strategies and materials they find most effective. Teaching has occurred as an intensely private and isolated endeavor, with very little debate among faculty about the nature of their classroom experiences (Cross & Steadman, 1996; Schilling & Schilling, 1993). Faculty have quite honestly been unable to describe what a prospective student "would do" in a classroom other than their own. This in turn has contributed to the public confusion over what students are doing or learning in the classroom. Even for the same course, the delivery of course content may vary widely on the same campus.

In addition, the current faculty reward system and the climate on most campuses do little to promote interest in or direct support of assessment initiatives. Many faculty have yet to be persuaded of the benefit of assessment (Bok, 1986; Ewell, 1985; Ferren, 1997). Faculty have been spending more and more time developing expertise in their respective disciplines; the proportion of time faculty spend teaching, working with students, and engaged in committee work has steadily declined over the past decade (Dill et al., 1996).

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The culture of faculty expertise has also led to problems in planning and implementation not only in terms of individual classes, but at the broader level, which is the academic program. The individual manner in which faculty teach is reflected in spotty, uneven implementation of program initiatives. It is a challenge for faculty and administrators to agree on the nature, purpose and direction of a program, since oftentimes program goals have not been established, and because faculty and administrators have so little experience working together to develop common purposes (Angelo & Cross, 1993; Bok, 1986).

Finally, at the institutional level, colleges and universities have shown inadequate provision for assessment activities. Colleges and universities rarely explicitly ask for assessment experience when hiring for administrative positions, and on most campuses, there is no administrative "home" for program assessment (Ewell, 1985). To be sure, offices of institutional research have grown dramatically in recent years, but these are more concerned with providing institutional data in response to state mandates, particularly in the form of numerical indicators and outcomes, than with program evaluation (Muffo, 1996; Nedwek & Neal, 1993).

Clearly, the inadequacy of internal processes that assess academic quality may eventually lead to even greater accountability measures thrust upon higher education institutions from external sources (Schilling & Schilling, 1993). However, some encouraging trends have appeared which suggest that faculty and program administrators are becoming more responsive not only to the public demand for more information, but are becoming more informed themselves about program effectiveness and improvement

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(Angelo & Cross, 1993; Ewell, 1996).

On some campuses faculty have begun to realize that it is *their* responsibility to define and develop ways to assess what is meant by academic quality. Together with the support of the administration, faculty can strengthen the process by which their academic programs are assessed and improved. Assessment can "force the conversation" among faculty about the academic experience (Wright, 1997, p. 589). Faculty and program administrators benefit from the process of gathering information which supports decisions about their programs. Program assessment helps administrators focus their energies on areas that need greater attention, thus making the allocation of resources more efficient. Finally, when institutions make information about program goals and improvements public, this disclosure can have the effect of increasing public confidence and trust in higher education's ability to be responsible for the quality and effectiveness of its programs (Bok, 1986; Ewell, 1985; Sims, 1992).

Part of this encouraging development is the shifting focus of attention from "what" students are taught to the process of "how" and "how well" they are learning (Bok, 1986). While faculty have traditionally been more comfortable examining course content, now faculty on some campuses are seeing that content may be less important than the way in which the course is taught or, indeed, the way in which students are "experiencing" the curriculum (Ewell, 1997; Hutchings, 1989). Books such as Classroom Assessment Techniques (1993) by Thomas A. Angelo and K. Patricia Cross have greatly assisted this shifting emphasis at the classroom level by encouraging faculty to consider new, more effective teaching techniques and by providing them with information and examples of

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how to accomplish this.

At the program level, faculty and administrators are beginning to understand that there is more to evaluating program effectiveness than traditional "results" orientated data. One very helpful resource that has informed and enlightened this shift is the Assessment Forum of the American Association for Higher Education (AAHE), which has collected and disseminated information on program assessment efforts around the country in nine national conferences sponsored by the AAHE since 1987 (Wright, 1997). The Assessment Forum developed the Principles of Good Practice for Assessing Student Learning (1992), which has helped campus educators institute sound assessment practices for the purpose of real improvements in higher education.

On many campuses, then, program administrators and faculty have heard the call to assess their programs and are responding to questions about program development and effectiveness. Many assessment examples, tools and techniques are available which can assist them, although it would not be surprising if the wealth of material available overwhelmed the unsuspecting administrator or faculty member. This research addresses this problem and suggests a framework of evaluation which administrators and faculty members can use in order to improve their programs.

Statement of Purpose

The aim of this research is to inform educational practice. The application of assessment theory can help educators develop and improve their programs. It was shown above that program administrators, faculty members and others involved in higher education need a way to assess program effectiveness, and need information that will

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strengthen the decision-making process in order to improve their programs. Many administrators are unfamiliar with standard assessment practices. Their institutions provide little in the way of expectations or guidelines in which program assessment can occur. Others attempt to conduct assessment in a crisis-oriented approach due to forces beyond their control (Banta, Lund, Black & Oblander, 1996; Sims, 1992).

Some program administrators exhibit over-reliance on student questionnaires or satisfaction ratings as a basis for determining the worth of the program (Nedwek & Neal, 1993; Wolf, 1990). The result is to confuse "client" satisfaction with program effectiveness. Still other program administrators focus their attention on student outcomes, which receive great emphasis in today's political climate, while overlooking the totality of effort that is involved in the development of an academic program (Muffo, 1996; Wolf, 1990). Such emphasis on outcomes offers little in the way of highlighting aspects of the program in need of improvement versus those that are working well.

In this study I plan to determine whether program administrators are using principles of evaluation and assessment as a basis for making decisions about program development and improvement, by contrasting their development and assessment practices with standards of assessment based on current assessment theory. Secondly, if they are using these principles, is the process resulting in useful information that contributes to program development and improvement? Thirdly, if they are not using classically accepted evaluation theory, can the theory provide a useful framework for examining the processes of program planning, implementation, and evaluation of outcomes? Finally, in a meta-evaluation I will explore whether evaluation can realistically aid the process of

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program development and improvement in this setting.

Assessment goes to the core of the educational enterprise: "it starts with what matters most" and "must ultimately serve educational improvement" (AAHE, 1992). Institutions that engage in effective assessment are showing the value they place on improving the educational environment for the sake of student learning. "The most basic need is to develop serviceable methods for measuring students' progress toward common educational goals." Needed is "the kinds of inquiry and discussion that are most likely to improve the process of learning" (Bok, 1986, pp. 67, 71).

Theoretical Basis for the Study

Evaluation and assessment theories provide the framework for this study. Evaluation theory and practice have evolved over thousands of years as groups of people have attempted to form judgements about individuals' mastery of certain criteria or set of standards. In the United States in the 1830s and 40s, Horace Mann initiated efforts to objectively measure student achievement and school quality (Worthen, Sanders & Fitzpatrick, 1997). Other attempts followed as educators responded to the demands of school systems and the public to provide information about schools and about student learning in the expanding nation.

In the latter half of the 20th century, the K-12 sector has lead assessment efforts in response to public concerns over the quality of children's education. With the broad public demand for greater accountability of public institutions in the 1980s has also come greater attention to assessment efforts in the higher education sector. Such assessment efforts have twin roots: accountability and program improvement (Wright, 1997). The

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latter goal is the focus of this study. Program planners and administrators who are engaged in evaluation will reap the benefits of a process that will give them useful information to help improve and strengthen their programs.

Problem Statement

Program administrators in higher education are being held accountable for the effectiveness of their programs. Are they using classically accepted evaluation and assessment theories to conduct their inquires? If they are using standard evaluation theory, is it helping pinpoint areas of program strength, while also providing information for decisions about program improvement? If they are not using classically accepted evaluation theory, can the theory provide a useful framework for examining the processes of program planning, implementation, and evaluation of outcomes?

Research Questions

It is important for those who examine the effectiveness of academic programs to be aware of the body of knowledge and practice that informs evaluation and assessment activities. Such awareness will strengthen the quality of the evaluation and lead to sounder judgements that need to be made about a program. For the purposes of this study, which had as its focus an existing and emerging program, the framework that was used to examine the program's planning, implementation and evaluation phases derived from evaluation and assessment literature and included those same procedures, namely planning, implementation, and evaluation. Educational programs that are developed in most settings should exhibit activities or products that characterize each phase. During the planning phase, such factors as institutional mission, and goals and objectives that

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support the mission, would be examined in an assessment. The AAHE Assessment Forum's Principles of Good Practice for Assessing Student Learning lists the existence of clear, shared, implementable goals as "the cornerstone for assessment that is focused and useful" (AAHE, 1992, p. 2).

Therefore, the first set of research questions was: How did the planning phase occur? Were program goals made clear, and shared among those responsible for implementing them? Was the rationale for the curriculum changes made clear to all participants? By what processes were changes made to courses that reflected program goals? What understanding or training did faculty receive before they taught the revised courses? Were indicators of program success developed? If so, how did that occur?

The second research question was: to what degree was the program systematically implemented? By what process were the courses modified in response to program objectives? In what ways did faculty members receive assistance with modification of their courses if they desired it?

The third research question was: how were indicators of program outcomes defined during the planning stages of the program? Were the indicators valid? Were faculty members involved with the program in agreement about measures of outcomes? Was evaluation of student learning in individual courses tied to program goals and objectives? Is it possible to observe any indicators of program success early in the program?

The final research question is a meta-evaluation question: did this evaluation produce useful information for this program? Can this evaluation realistically aid the

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process of program development and improvement? What factors would prohibit the adoption of recommendations produced by this evaluation?

Research Design

I examined the Course Internationalization Program at Tidewater Community College (TCC), located in the Hampton Roads area of Southern Virginia, to determine whether the development and evaluation activities of the program reflected generally accepted principles of program development and evaluation. Discrepancies between their program development and evaluation practices and the standards as suggested by assessment literature were noted, and formed the basis for comparison and recommendations. Program development occurred at TCC in response to a desire on the part of faculty and administrators to develop a more international perspective in non-humanities courses that are offered to community college students. The program was one of four initiatives whose broader focus was on expanding the role of internationalization at TCC. (Other projects focused on improving the foreign language program, developing an international honors program, and developing a dissemination plan to assist other colleges with their own international education programs based on TCC's model.) The program that I studied (and the other projects) received funding from the U.S. Department of Education. This assistance was designed to provide funds to support faculty to expand the depth of their knowledge about other cultures, and to enable them to take advantage of training opportunities. In turn, faculty developed international course "modules" which they incorporated into courses they regularly taught to the community college students.

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Level of Analysis

Three phases of this international program were examined: the planning that occurred for it, the implementation of tasks arising out of the planning phase, and evaluation of interim outcomes that may be manifested.

Type of Method

I used the qualitative, case study method to examine the development, implementation, and possible outcomes of the Course Internationalization Program at Tidewater Community College. The qualitative, case study approach is most appropriate because it is best able to capture the nature of this small, locally-designed-and-based program. This approach allowed me to obtain direct, detailed information from the people who have the most extensive store of practical and theoretical knowledge of the program. The qualitative approach enabled me to accurately depict the contextual factors which framed the operation of the program.

Data Collection

Data that related to the international program at TCC were collected in the areas relating to the three phases mentioned above. Individuals such as program developers and faculty members were interviewed regarding their knowledge and experience of the planning, implementation and (interim) outcomes of the program. I spoke with students in an internationalized class in order to learn about their experience (implementation phase) of the program. Interview protocols were based on the conceptual framework outlined in Chapter Three, Methodology. In addition, I read and reviewed program artifacts and documents in order to gain understanding of all three phases of the program.

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Limitations of the Study

The particular nature of the community college makes it difficult to generalize the results of this study to other types of higher education institutions. Faculty members at community colleges tend to have heavier teaching loads than their counterparts at larger, research-oriented institutions. And the climate at community colleges may be characterized as less collegial than at, for example, a liberal arts college where more faculty tend to teach full-time and where faculty paths may intersect more frequently. At Tidewater Community College, the “campus” is in fact spread out to four different locations; faculty members’ offices are also geographically distant. Faculty teaching hours cover a broad range, and approximately 50% of faculty hold adjunct positions. This environment places a significant burden on the effort of getting program participants together to discuss their concerns. In addition, access to computers and e-mail was not universal when I began this study. These realities may have placed a heavier-than-usual burden on the process of collaboration and consultation that occurred among faculty members and program directors as they developed this program. Other higher education institutions may find the processes of planning and communication easier to manage than community colleges do.

Another factor that may limit external validity is that community colleges often exhibit more local, centralized control of the curriculum than do the more traditional state-supported senior institutions. This program I studied operated under no state reporting requirements--it was “locally grown” (personal communication, Terry Jones, March, 1998) and thus may have had a little more latitude than other public institutions experience

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in terms of planning, implementation and evaluation activities.

The nature of the student body at community colleges in the U.S., including at TCC, also poses a challenge for the researcher who wishes to obtain students' opinions and ideas. The majority of community college students attends college part-time; many are adults with multiple responsibilities outside of class. College for them is but one of a number of commitments. For these reasons, obtaining student input was difficult. As with other program participants, TCC students were geographically dispersed throughout the Tidewater area.

In addition, the timing of my data collection was less than ideal. For example, when I began data collection, four out of eight "internationalized" courses had not yet been taught, even though early indications from program directors and in planning documents suggested otherwise. Also, I began collecting data at the end of the semester. Student representation in this study is weak for these reasons. Generalizations about student outcomes cannot be made based on this limited sampling of students.

A final limitation of the study is that the Director of Grants and International Programs, Mary Ruth Clowdsley, was a slight acquaintance of mine at the time I began the study. We had a cordial relationship. This may have affected my impartiality as I studied the Course Internationalization Program.

Delimitations of the Study

I focused this study on the Course Internationalization Program at TCC. While TCC has more than a decade of experience teaching internationalized courses, the Course Internationalization Program was specifically aimed at courses in science, business, math

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and pre-professional curricula. International perspectives and content were to be added or "infused" into the course material.

Definition of Terms

So much has been written and discussed in the last two decades about assessment and evaluation, that their meanings have become blurred. For the purposes of this research project, I will use ***assessment*** to refer to the process of collecting all types of data that contribute to the educational phenomena under review. Assessment methods frequently employed by colleges and universities are diverse: they are quantitative and qualitative, use standardized national instruments as well as locally-developed ones, and include use of student portfolios and performance reviews as well as the more conventional paper-and-pencil tests.

By contrast, I will use ***evaluation*** to describe the process by which value-based judgments are made about the adequacy with which a goal or objective has been achieved (Gardiner, 1994). Assessment precedes evaluation and does not include the quality of judging of the worth or merit of something. This latter characteristic is what makes evaluation a more formal, cumulative process which contributes to decision-making. The difficulty the reader may have, is that those who write about evaluation and assessment frequently do not keep these terms separate. In the past ten years or so, there appears to be less use of the word evaluation, thus adding to the confusion.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The goal of this literature review is to describe the development and expansion of assessment in higher education. Attention will first be focused on issues that educators have struggled with in the past fifteen years as they have attempted to demonstrate the worth or effectiveness of higher education in students' lives. Next, I will review assessment theory, which has roots in the K-12 sector and has come to inform assessment practice in higher education. Different assessment approaches are more appropriate than others, depending on the kinds of questions that are being asked and the different purposes to which the assessment is put (Cross & Steadman, 1996; Scriven, 1974; Stake, 1976; Wolf, 1990). I will then describe changes in the ways colleges and universities engage in assessment today. Finally, I will demonstrate the need for a local, practitioner-based assessment model that is responsive to stakeholders' needs and questions and that places greater emphasis on program planning and implementation processes.

Background Issues

In the early 1980s, a series of national reports and commissions brought attention to issues of student learning and the ability of higher education institutions to educate students well (Ewell, 1985; Farmer & Napieralski, 1997). Examples of these reports are *A*

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Nation at Risk (1983), written by the National commission on Excellence, and *To Reclaim a Legacy: A Report on the Humanities in Higher Education*, issued in 1984 by then-Secretary of Education William Bennett (Sims, 1992). These reports concluded that institutions were not as effective as they could be, and pushed for curricular reform. *Involvement in Learning* was issued by the Study Group on the Conditions of Excellence in American Higher Education, National Institute of Education in 1984. This report expressed a need for higher education to institute systematic programs to assess students' knowledge, skills, attitudes and capacities from academic and cocurricular programs (Erwin, 1991).

Using stronger language, in 1985 the Association for American Colleges report *Integrity in the College Curriculum* referred to the absence of institutional accountability as "one of the most remarkable and scandalous aspects" of higher education (Erwin, 1991). These reports struck a response with the public, which also voiced concern over higher education's apparent lack of interest in questions about the nature and manner of students' learning and the need to assess it (Bok, 1992; Schilling & Schilling, 1993).

Public institutions in particular have been called upon to document their effect on student learning and development. This call has frequently been initiated by state government and the higher education coordinating or monitoring boards which often report directly to the governor or to the state legislature (Katz, 1994; Pascarella, 1989). Early efforts to document student learning were manifested by state requirements for institutions to develop assessment plans. In the mid 1990s, the majority of states were actively promoting higher education assessment at the institutional level (Johnson, Prus,

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Andersen & El-Khawas, 1994). In addition, all six regional accrediting agencies adopted student assessment or institutional effectiveness policies as part of their accreditation criteria. However, these efforts have frequently been met with resistance by faculty, and implementation of these reforms was erratic (Dill, et al., 1996; Wright, 1997). Although educators have long been informally engaged in ways to determine the effectiveness of their programs, the late twentieth century is the first time that program reviews have been conducted in order to demonstrate accountability to external constituencies. These developments reflect the belief that programs must be responsive to the needs and expectations of the public as well as to the individuals who are enrolled in higher educations institutions (Conrad & Wilson, 1994; Schilling & Schilling, 1993).

An additional impetus for institutions to develop assessment plans was the fiscal retrenchment in higher education which started in the late 1970s or early 1980s and has continued unabated ever since (Kerr, 1994). Private institutions too have not been exempt from demands for accountability to their stakeholders, or from the financial pressures that characterized the 1980s and '90s. Educators envision continued scrambling for scarce resources well into the next century; this reality increases incentives for institutional efforts to develop sound assessment mechanisms. The combination of fiscal austerity and the need to respond to external constituencies' expectations for accountability means that assessment activities will continue to be important in the foreseeable future (Erwin, 1991; Worthen, Sanders & Fitzpatrick, 1997; Zusman, 1994).

Evaluation Theory, 1910-1964

How have evaluation theories developed and informed evaluation practice in

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higher education? Have they been used in order to pinpoint a program's strengths and weaknesses? Have they provided educators with information that enables them to make improvements to their programs?

In the pre-World War II era in the United States, early evaluation efforts in the K-12 sector were directed toward measures of school efficiency and testing of pupil proficiency (Borg & Gall, 1989). Most of these efforts were initiated by and confined to local school districts (Madaus, Stufflebeam & Scriven, 1994). During the Progressive education era, Ralph Tyler sought to make evaluation a more systematic and rational process. His "eight year study" (conducted from 1932 to 1940) was a behaviorally-defined, objectives-based approach and was a critical forward step in the development of evaluation practice. His novel idea involved internal comparison of outcomes with objectives as part of the educational enterprise to be evaluated, as opposed to the use of standardized tests as the criteria for determining the success of an educational system. This approach using locally-developed objectives as a basis for comparison of intended versus actual outcomes continues to be an important aspect of assessment today (Madaus, 1994; Wolf, 1990).

During and after World War II there was a continued and increasing emphasis in education and in other sectors of society on measurement of individuals and on statistical analysis. Part of this occurred in response to national needs necessitated by U.S. wartime efforts (Worthen, 1997). Along with increasing expansion of all kinds of technologies, the educational sector was witness to the publishing and use of many new nationally standardized tests during this period. "Schools purchased these tests by the thousands and

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also subscribed heavily to machine scoring and analysis services that the new technology made available" (Madaus et al., 1994, p. 28). This activity in testing and efficiency studies was mostly confined to local school districts. In 1947, E. F. Lindquist, Ralph Tyler and others helped establish the Educational Testing service (Madaus, et al.). By the 1950s the use of standardized tests had achieved a permanent foothold in the American educational system.

Prevailing Evaluation Approaches, 1965-1997

Conrad and Wilson in their work on program reviews have identified four major evaluation approaches that have been prominent in the last quarter of the 20th century in higher education. In use are various approaches that may or may not be appropriate, depending on the questions the evaluation seeks to answer and the audience that is doing the asking (Conrad & Wilson, 1994; Farmer & Napieralski, 1997; Wolff, 1994). Some have noted evaluation's contradictory imperatives: academic improvement and external accountability (Conrad & Wilson; Ewell, 1994).

In any case, the predominant approaches used in higher education are: goal-based, responsive-oriented, decision-making, and connoisseurship (Conrad & Wilson, 1994). What are the strengths and weaknesses of each, and the settings and purposes to which they are applied?

The goal-based model has roots in the Tyler tradition in which intended versus actual outcomes are examined. A distinguishing characteristics of this orientation is that operationally-defined, measurable objectives are specified in advance, and objective instruments are used to gather data, in order to determine whether intended objectives

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have been met. Individuals responsible for developing and refining this approach have included Provus (1971), Metfessel and Michael (1967), Hammond (1973), Popham (1975), and Bloom, Hastings and Madaus (1971). This model has had a great deal of influence because it is relatively easy for lay people to understand and use, and it makes logical sense. Although it can be very difficult to come up with "measurable objectives", the process of doing so has frequently been found to be illuminating to those so engaged. Faculty members who help develop objectives find it a demanding but also rewarding process (Angelo & Cross, 1993; Wright, 1997). There are difficulties with the goal-based approach, however. For one thing, it is based on the assumption that people and institutions make rational choices and that the process of developing and implementing educational plans is a linear, rational one (Wolff, 1994). In fact, there is little evidence to suggest that higher education institutions actually function in a rational, linear way, even if such a thing might appear desirable from the point of view of an assessment. In addition, the goal-oriented approach to assessment is based on an assumption that faculty and administrators can adequately define and agree upon program goals and objectives, never an easy task even in the best of circumstances.

There is a tendency with the goal-oriented approach to measure only those things which can be easily measured rather than to measure those aspects of the program that are deemed most important by program developers (Nedwek & Neal, 1993). As Scriven said, "the slogan became: How well does the course achieve its goals? instead of How good is the course? but it is obvious that if the goals aren't worth achieving then it is uninteresting how well they are achieved" (1969, pp. 51-52). Finally, goal-based

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assessment may lead evaluators to overlook program effects that were unanticipated but nevertheless may be significant and thus deserve attention. In reflecting on this Scriven (1974) said, "... consideration and evaluation of goals was an unnecessary but also a possibly contaminating step" (p. 35).

Awareness of some of the deficiencies of the large-scale goal-oriented approach (and its "products" orientation) led Robert Stake and Michael Scriven to develop alternative approaches. Stake's 1967 article entitled "The Countenance of Education Evaluation" conceived of evaluation as encompassing two chief operations: description and judgment. These aspects were used to examine three phases of an educational program: its antecedent, transaction, and outcome phases. Stake then categorized descriptions according to whether they referred to intentions or to what was actually observed. Judgments were divided according to whether they refer to the standards used in reaching judgments or to the actual judgments themselves. The role of the evaluator was to look at the congruence between intents and observations. Developing his ideas about evaluation in the 1970s, Stake stressed the importance of being responsive to the realities of the program and participant concerns, rather than being "preordinate" with evaluation plans.

> Even when measurements are effectively interpreted, evaluation is complicated by a multiplicity of standards. Standards vary from student to student, from instructor to instructor, and from reference group to reference group. This is not wrong. In a healthy society, different parties have different standards. Part of the responsibility of evaluation is to make known which standards are held by whom (Stake, 1972, p. 100).

In 1972 Michael Scriven articulated a somewhat different approach to evaluation, one that also addressed the needs and concerns of the stakeholders. In his "goal-free"

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approach, attention is given to program activities and effects, regardless of what the program goals might have been. He felt that evaluator knowledge of goals in advance of examining the program was a "noise source" for the evaluator; "...why waste time rating the goals; which usually *are not* what is achieved?" (Scriven, 1974, p. 37). Here too the focus of the evaluation is on the audience (or stakeholders') concerns and issues.

This aspect of responsive assessment with its awareness of information needs of local stakeholders has had broad appeal in the past twenty years, with the reduced dominance of externally-based assessments. In responsive assessment the focus is on whatever information stakeholders want the evaluator to provide. There is great usefulness in this approach for locally-based programs whose stakeholders are interested in discovering more about the effectiveness of the entire program's design and implementation, not to mention its outcomes. Clearly, "...responsive evaluation can be included in all other approaches" (Worthen et al., 1997, p. 162).

Despite its influence, responsive assessment is not without its difficulties--even Stake may not have used the model he developed in its "purest" form. The problems associated with it are related to its strengths: it can be a complex undertaking to examine a program from many different perspectives and contextual variables, using multiple tools to aid data collection. This would be more difficult for a busy practitioner to perform than a hired evaluator brought from outside the local setting. There is tendency in this approach to rely more heavily on qualitative methodologies for data collection, which can be both costly and time-consuming (Worthen et al., 1997). Finally, there is greater reliance on the evaluator's sensitivity to context and skill of interpretation, which could result in concerns

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about evaluator subjectivity.

Disenchantment and concern over the problems involved with trying to use classic research design in the Elementary and Secondary Education Assessment (ESEA) projects of the 1960s (which followed the passage of the ESEA act in 1965) led Daniel Stufflebeam and his colleagues on the Phi Delta Kappa Committee (PDK) in the early 1970s to develop the decision-making approach to assessment. Assessment is performed in the service of those responsible for making decisions in the institution. Four kinds of decisions are delineated which the evaluation plan addresses: planning, structuring, implementing, and recycling. The assessment stages are: context, input, process, and product, or "CIPP" (Stufflebeam, 1974).

The decision-making model bore some resemblance to goal or objectives-oriented models, especially in its attention to planning and implementing contexts. It differed in its requirement for formal communication and feedback mechanisms and for its strong emphasis on the needs of decision-makers. A defining feature was also that assessment should provide cost-effective, useful, timely information for decision making. In addition to Stufflebeam and his colleagues on the PDK Committee (1974), others associated with this model are Alkin and Provus (Popham, 1988).

Difficulties associated with the decision-oriented approach are that, like the goal-based approach, it assumes the existence of a rational process for the collection and dissemination of information that informs the decision-making process. In addition, in complex organizations such as institutions of higher education, it is not always possible to identify just who the decision makers are. Lastly, the success of the assessment in this

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approach is heavily dependent on a high-level quality of teamwork between evaluators and decisions makers (Worthen et al.), a condition that cannot be said to be common in higher education settings.

The expert or connoisseurship approach to assessment has a long history in higher education. It is based on judgments of worth made by experts in the area of that which is to be evaluated (Gardner, 1977). The "expert" approach has been popular because the burden of responsibility for making judgments or determining merit is removed from the people involved with the program. Also, experts usually know and understand the value system and institutional culture of higher education and hence are generally viewed as credible and reliable sources for making judgments about the program. Examples of experts include accreditation teams, the use of peer review panels to evaluate funding proposals, and faculty committees to review candidates for tenure (Gardner). The downside of the connoisseurship approach is that it assumes that experts are the best judges of the merit of a program, so it is *their* values or criteria which set the basis for the judgment rather than stakeholders' values (Stufflebeam, 1974). Thus, this approach downplays the importance of unique institutional or individual perspectives. Since experts' judgments must be accepted, their biases and opinions may affect the reliability of the final result and create other problems associated with the acceptance and use of results locally (Worthen et al., 1997). Finally, the use of an external standard used as a basis for making judgments about the program make it difficult for those closely involved with it to know exactly what aspects of the program should be improved or altered.

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Evaluation in Higher Education Today

In the 1990s, educators and observers of higher education have noticed a definite shift of attention concerning the evaluation and assessment of the effectiveness and quality of undergraduate education. Public demands for improvements and state regulations for assessment have clearly provided incentive for this shifting focus. Today, the question is not whether assessment will occur, but *when* and *for what purpose* and *which audience* it will be performed. The colleges and universities themselves have come on board and developed a response to the demand for assessment. In five key areas, highlights of this shift can be observed, specifically at the local, campus level; each will be considered in turn:

- Increased awareness of the need for evaluation and assessment which reflects the complex nature of learning
- Recognition of the need to engage faculty more closely in all stages of evaluation, including program planning and implementation
- Shifting focus of attention from outcomes as indicators of quality, to evaluation of processes that support quality, and on a more qualitative, naturalistic means by which to determine this
- A focus on strengthening internal processes for evaluation
- Focus of attention on local needs, contexts and values.

All of these ideas reflect a shift, after a decade of experimentation and struggle with assessment and accountability to external audiences, in which institutions are readying themselves for taking more responsibility for the assessment of their programs.

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Perhaps this reflects a natural development as institutions become more familiar with evaluation and assessment. In addition, change is occurring as educators are becoming increasingly drawn into a process of examination of their courses and programs. A re-centering of institutional focus has occurred, and that focus is on students and student learning (Ewell, 1997; Zusman, 1994). Two AAHE statements illuminate this new reality: "Through assessment, educators meet responsibilities to students and to the public," and "assessment must ultimately serve educational improvement" (AAHE, 1992, p. 2).

A shift in higher education assessment is reflected in increasing acceptance and use of classroom assessment, where a new understanding and appreciation for the ways people learn has provided educators with novel approaches to teaching and learning. This expanded conception of learning in its rich complexity was developed in the 1960s by such psychologists as Jerome Bruner, Lee Shulman, and Howard Gardner. Structuring the learning environment so as to capitalize on the complex, varied ways in which students learn has been of interest to many educators. The expanded view in which the learner is seen as creating his or her learning actively and uniquely, has led faculties and their institutions to re-think traditional teaching approaches.

Pioneers of this new approach are Thomas A. Angelo and K. Patricia Cross. They developed a pilot program in "Classroom Research" at the University of California-Berkeley in 1988, and this project has greatly expanded and developed, resulting in a collection of tools and techniques in use around the country. "Classroom assessment" is a learner-centered, teacher-directed approach designed to improve student learning in the individual classroom (Angelo & Cross, 1993). Through their efforts, (and later in Cross

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and Steadman's Classroom Research: Implementing the Scholarship of Teaching (1996)), faculty have been given a rich array of ideas and information about using dynamic assessment techniques that more fully encompass the variety of ways in which students learn. These methods are "closely keyed to what students are supposed to be learning in the classroom, and maximally useful in terms of feedback to instructor and student" (Wright, 1997, p. 587). Some examples of these embedded, in-class techniques include the use of student portfolios, capstone courses, performance assessment and student self-assessments. The AAHE Principle Two is "assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time." (1992)

A second notable shift in evaluation and assessment activities has to do with recognition of the need for greater involvement of faculty in assessment activities (Johnson et al., 1994; Muffo, 1996; Zusman, 1994). In the course of this century, faculty have considered themselves to be professional experts whose work is at the core of the higher education enterprise. Yet, "discretion not only enables some professionals to ignore the needs of their clients; it also encourages many of them to ignore the needs of the organization....They are loyal to their profession, not to the place where they happen to practice it" (Mintzberg, 1991, p. 71). In spite of this characteristic of the professoriate in American higher education, assessment remains an institutional requirement which is dependent upon professors' cooperation.

Indeed, faculty members play the single most important role in assessment. "Successful assessment programs create an atmosphere in which faculty not only learn

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about but take ownership of institutional assessment efforts" (Banta et al., 1996, p. 36). It is clear that assessment has provided a context for faculty--often for the very first time--to sit down with their colleagues and talk with each other about what they do with students in their classes. Assessment, at its best, "raises and illuminates practical, day-by-day questions about teaching and learning: What do we expect our students to know and be able to do? What do we do in our classes to promote the kinds of learning we seek?" (Hutchings, 1989, p. 3). A result of assessment done well is that faculty members become less threatened and more involved in creative ways to improve and assess student learning (Cross & Steadman, 1996; Ferren, 1997).

A third important area of change has been the shifting focus of attention from product or outcomes, to using evaluation and assessment to improve program and institutional quality (Banta et al., 1996; Nedwek & Neal, 1993). The more traditional notions of institutional effectiveness are reflected in large-scale testing programs that examine student outcomes. This testing is frequently mandated by state initiatives (Zusman, 1994). Such "outcomes" assessment, however, has resulted in frustration at the local level. It is difficult for campus educators to know how to interpret or make meaning out of outcomes-based tests. Such information as may be given (and it may not reach the faculty member at all) fails to provide information about what was responsible for student outcomes (Hutchings, 1989; Wolf, 1990).

Clearly, educators have failed to make use of assessment information precisely because it is not connected with decisions that have to be made at the local level (Cross & Steadman, 1996; Ewell, 1985; Wolf, 1990). Effective evaluation has to "begin with the

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real concerns of the stakeholders" (Farmer & Napieralski, 1997, p. 603). In a recent survey it was discovered that "the impetus for assessment is seen by institutional representatives as being as much internally as externally based, if not more so" (Johnson et al., 1994, p. 95). Increasingly, faculty members and program administrators are recognizing the need to understand the educational *process* that occurs and contributes to the quality of student learning, including time spent outside the classroom. Reflecting this attention to process, the AAHE Principle Four is "assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes" (1992, p. 2).

Another important dimension in using evaluation to improve program and institutional quality, is the more naturalistic, qualitative way in which educators are gathering information about the quality of their courses and programs (Banta et al., 1996; Angelo & Cross, 1993; Farmer & Napieralski, 1997; Wright, 1997). This new focus helps faculty members know more about the learning process in ways that cannot be captured by quantitative measures. This qualitative approach also better captures classroom "artifacts" and effects of which faculty are so aware (Wright). "Judgments about enhanced student learning result from qualitative evaluation. Program quality--as opposed to program costs, enrollments, student-faculty ratios, and data inputs--is not quantifiable" (Farmer & Napieralski, 1997, p. 602).

The fourth area of change relates both to faculty engagement and the focus on program quality: awareness of the need to strengthen internal campus processes by which assessment can occur (Muffo, 1996). Educators have recognized that failure to perform

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assessment adequately will result in the function being taken over by others external to the campus (Dill et al., 1996; Katz, 1994). Such a prospect has already been a source of concern among program directors and faculty members. An appropriate response would be for institutions "to encourage quality assessments of teaching and learning at the institutional level as a new means for strengthening the internal performance of colleges and universities"; an essential first step would be a "systematic process for assessing the quality of teaching and learning at the level of individual academic programs" (Dill et al., 1996, p. 22). Relating to this idea, AAHE Principle Seven states, "assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change" (1992, p. 2).

A final source of change relates to a focus on local needs, contexts and values. The higher education sector in the United States is characterized by great diversity, and by a wide range of institutional purposes, missions, and populations (Kerr, 1994). While it is true that educators need better internal mechanisms for assessing the worth of their programs, it must be remembered that programs are based on local needs and desires, on the particular nature of the student body, and on faculty desire to develop and teach a particular curriculum or program. Assessment based on indicators of quality that are developed by those external to the institution cannot capture the true essence of campus-based programs (Banta et al., 1996; Farmer & Napieralski, 1997; Worthen et al., 1997).

Relationship Between the Purpose of the Study and the Body of Knowledge

As the information I have presented above demonstrates, in the late 1990s local educators are becoming more interested in developing ways to examine the effectiveness

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of their programs. However, in spite of the many positive changes in higher education related to assessment, there remains a large gap between the theory used and practiced by the "experts" in assessment, and the knowledge and needs of educators at the local level. Many have argued that assessment has had disappointingly little impact on teaching and learning (Ewell, 1985; Muffo, 1996; Scriven, 1996). Even today, assessment carries an unfortunate image in the minds of many educators (especially faculty members) as a result of activities undertaken in the mid-to-late 1960s: it has been "viewed by many as an activity engaged in to satisfy an external funding agency, that is, the federal government, rather than as an integral part of the educational enterprise" (Wolf, 1990, p. 11).

On many campuses, then, educators still need a great deal of help in their effort to evaluate their programs. As recently as 1996, Michael Scriven noted at the annual meeting of the American Educational Research Association that the association had "almost entirely failed to discharge its principal duty to the society that supports it. That duty, it seems, is to identify educational best practice and improve it." He added, "the great and culpable problem...is that we have refused to go to the source." (AERA, 1996, p. 20). By this he meant that professional evaluators have spent too much time talking only to each other, rather than going into the field to identify what factors contribute to successful practice.

Clearly, program directors on campuses around the country are struggling to find the time to learn about evaluation and assessment in an era of fiscal retrenchment, high expectations for accountability, and lean resources. Administrative and state- (or federally-) mandated assessment activity is of limited interest or use to educators charged

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with the responsibility of developing innovative, locally-based programs. An additional problem that mirrors the culture of the professoriate is "a fact that *most* faculty still have not considered the assessment of student outcomes seriously" (Banta et al., 1996, p. xvii).

Overall, lack of support for strong campus-based assessment initiatives exists due to the lack of "existing incentive structures such as pay, promotion, and tenure" (Ewell, 1997, p.3). It is no surprise, then, that some educators hastily put together surveys and questionnaires, as I mentioned in Chapter 1, as a basis for gaining information about their programs. How many alternatives are they aware of or comfortable using? And what training or education have most faculty received in order to perform program evaluation? Still, as the AAHE has always maintained, assessment must ultimately serve educational improvement; "otherwise, accountability alone would prove destructive of educational quality" (Wright, 1997, p. 587). Despite the inherent difficulties, there are individuals across the country who are willing to push on in an effort to improve the effectiveness of their programs. (Though not the focus of my research here, the complex environment in which assessment activities function and fail to show impact would make an interesting investigation.) Altogether, "we cannot wish away the public demand for accountability. The only way that we can avoid cumbersome ... regulation is to define--and develop ways to assess--what we mean by quality education ourselves" (Katz, 1994, p. A56).

In order to examine the TCC program I have developed an evaluation framework that incorporates both classic approaches to assessment and practical considerations for the basic phases of program planning, implementation and outcomes. This framework is an appropriate blend of many other evaluators' ideas about how to evaluate an educational

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program. In keeping with the approach taken by other evaluators, I found it best to select aspects of the major approaches that were most suitable for the purpose at hand (Worthen, 1997). The framework I used is one that educators will find accessible *and* manageable in a higher education setting.

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CHAPTER III

METHODOLOGY

Conceptual Framework

In chapter two, the difficulty many educators encounter as they attempt to evaluate the effectiveness of their programs was described. The conceptual framework that I am using in this study derives from the evaluation and assessment literature. Since the early 1980s, standard concepts and principles have been successfully employed by evaluators to examine program effectiveness. The following outline serves as the conceptual framework of this study. It shows three key phases that are examined in an evaluation of an educational program, and includes the subject of study, the source of the standards, and the method or object from which data will be obtained.

Planning Phase

Subject	Standards suggested in the literature by:	Method/Object
1. Mission statement, goals, objectives, educational values	AAHE Principle 1	Documents
	Banta	Program directors
	Borg & Gall	Faculty Members
	Erwin	Students
	Provus	
	Scriven	
	Stake	
	Stufflebeam	

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Subject	Standards suggested In the literature by:	Method/Object
2. Program's clearly stated purpose	AAHE Principle 3 Stake Provus Wolf	Interviews with faculty members and program directors; documents
3. Evidence of specific activities and classroom strategies which support the plan and describe the process	AAHE Principles 4, 6 Banta et. al. Provus Stake Stufflebeam	Interviews with program directors, faculty members; documents
4. Evidence of evaluation activities built into program plans the plan and describe the process	AAHE Principles 5, 6 Barak & Breier Tyler Stufflebeam	Documents; interviews with program directors and faculty members
5. Evidence of clear course expectations	AAHE Principles 3, 9 Provus Scriven Stake	Interviews with faculty members
Implementation Phase		
6. Evidence of planned curriculum change	AAHE Principle 4 Ewell Hutchings Stake	Documents, memos

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Subject	Standards suggested in the literature by:	Method/Object
7. Time devoted to international content	Borg & Gall Provus Scriven	Interviews with faculty members
8. Individuals' experience of implementation of program goals and objectives	Nedwek & Neal Provus Scriven Stake Stufflebeam	Interviews with program directors, faculty members and students

Evaluation Phase

Subject	Standards suggested in the literature by:	Method/Object
9. Indicators of program effectiveness are apparent	Scriven Stake Tyler	Documents; interviews with faculty members
10. Assessment of student learning is tied to program goals, objectives and values	AAHE Principle 1 Provus Scriven Stake Tyler	Interviews with faculty members; documents
11. Unanticipated results of program activities are recorded and added to the overall assessment	Scriven Stake	Interviews with program directors, faculty members and students

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Procedures

The site that was selected for this study was Tidewater Community College (TCC). This college has four locations in the Hampton Roads area of Virginia: in Chesapeake, Norfolk, Portsmouth, and Virginia Beach. Program directors at TCC had heard about my interest in international programs and evaluation through a mutual friend. They then expressed their interest in having me conduct a study of the effectiveness of their program. The Director of Grants and International Programs had applied for and received funding from the Department of Education for its internationalization efforts. As mentioned in Chapter 1, funding received was applied to four different international programs at TCC.

In order to consider the possibility of studying the TCC program, in March 1997, I contacted Mary Ruth Clowdsley, Director of Grants and International Programs. She informed me that she and Barbara Johnson, the Program Director, were interested in obtaining an evaluation of their program. Clowdsley and Johnson were hopeful that I would be interested in conducting an evaluation of the program in order to bring about further program development and improvement.

The next step was for faculty members to learn of my study and to understand my role as an evaluator. On June 3, 1997, Barbara Johnson sent a letter to faculty who were teaching internationalized course modules indicating that I would be conducting an evaluation of the program and would be contacting them (see Appendix B). In addition, an informational meeting was held on October 15, 1997, at the Norfolk campus location. The purpose of the meeting was to get faculty members together to discuss their progress

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with the Course Internationalization Project, and to introduce me to members of the faculty. Five out of eight faculty members involved in the internationalized course project attended this meeting.

Design of the Study

It took several months for me to develop the design for the study. I chose a naturalistic, qualitative approach, because it is the most way appropriate way to learn first-hand about the nature of the program. This approach is embedded in existing classroom or campus settings. It allowed me to best capture the essence of this locally-designed and oriented program.

Based on my conceptual framework from assessment and evaluation literature, I developed a set of interview questions for faculty members, program directors and students (see Appendixes A, F and G). I also examined documents that could answer questions relating to the program. Finally, I received Human Subjects approval before interviewing any program participants.

Data Collection

Data for the study was collected from April to September, 1998. To set up interviews with program directors and faculty members, I telephoned the individuals to arrange a time to meet with them. For the interviews I took a tape recorder, a notepad, and the research questions. Program directors and faculty members met with me in their campus offices for the most part; however, two individuals met with me at other, more convenient locations. Data from students was obtained by visiting one of the internationalized classes, and by reviewing their written comments that were supplied by

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one of the faculty members (see Appendix E).

In addition to talking with program directors, faculty members and students, I reviewed documents that had bearing on the program. These documents are listed in the Appendix and include 1) in Appendix B, a letter from Barbara Johnson to faculty members explaining the forms of assistance that would be available to them, and including mention of my evaluation study, 2) in Appendix C, excerpts from an application for federal assistance entitled "International Education and Foreign Languages: A Community College Model", 3) in Appendix D, eight faculty members' "Application for TCC Course Internationalization Project in Science, Business, Math and Pre-Professional Curricula", and 4) as mentioned, students' written comments (Appendix E) which followed the completion of an internationalized course, in response to questions that were developed by the faculty member who taught the course.

Faculty members who were interviewed included all eight individuals whom program directors identified as faculty participants in the TCC Course Internationalization Project in Science, Business, Math and Pre-Professional Curricula. Both program directors were interviewed (see Appendix F for those interview questions).

Data from students was also obtained by my visiting one of the internationalized classes and asking them questions about their experiences (see Appendix G). As I noted in Chapter One, I experienced difficulty obtaining a representative sample of students enrolled in Course Internationalization Project classes due to several factors, such as the few number of classes being offered that semester, and the timing which was almost the end of the semester.

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Data Analysis

As data were gathered, it was sorted according to the nature of the question and which phase it best exemplified, according to the conceptual framework shown above. For example, documents and statements that refer to the mission of the program were placed in the "planning" column. Comments regarding the amount of class time devoted to international content were put in the "implementation" section. When the sorting process was complete, I examined the different cells (showing phases and sources of data) in order to judge whether the source revealed evidence that the standards as suggested by the literature were met.

The content of the various cells was used to answer the three sets of research questions. Summary comments for each of the phases are provided in Chapter Four. Any discrepancy between the evidence and the standard was noted and served as a basis for recommendations about program improvement. Congruence between the evidence and the standard was also noted. This analysis provided stakeholders with information about the effectiveness of their program and informed this study.

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CHAPTER IV

RESULTS OF THE STUDY

Chapter Overview

This chapter presents data and the results of an analysis of the international program at Tidewater Community College. In Chapter One, the research questions were developed in order to examine the effectiveness of the program. The framework that was used to examine the program's planning, implementation, and evaluation phases derived from the evaluation and assessment literature. Each of the program's three phases will be examined in turn by first summarizing data that relate to questions in each phase, presenting the results in the form of a table, and then by developing an analysis of each phase as a whole.

Planning Phase

The broad question that was addressed in an analysis of the planning phase was: How did the planning phase occur? This question was operationalized by the following questions which were asked of program participants: What was the mission of the program? What values does the program promote? What are the goals and objectives of the program? What is the purpose of the program? What were the expectations for faculty as they developed their courses? What kinds of assistance was available as faculty members developed their courses? The following discussion of individual questions and

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the relevant tables form the data from which an analysis of the planning phase can be made.

The first question, "What was the mission of the program," is reflected by the data shown in Table 1. There is a variety of responses among those interviewed. Many agreed with the idea that TCC should "give students good preparation for the global life they're going to live" (F6). Another perspective was provided by the faculty member who said that the mission was "to help faculty think globally in terms of their subjects" (F7). One program director tied the program's mission with that of the institution: "TCC made a commitment to internationalize; we need to enlarge students' opportunities to know about the whole world" (D1) The other director acknowledged that the program's mission was "not clearly defined, but it's to have every student at TCC be prepared to live in the global village" (D2) A look at the relevant documents reveals no written mission statement. (Students were not asked about the mission of the program.)

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Table 1

Aggregated Description of the Mission Statement

Documents	Directors	Faculty	Students
not found	D1 TCC made a commitment to internationalize; we need to enlarge students' opportunities to know about the whole world. D2 It's not clearly defined, but it's to have every student at TCC be prepared to live in the global village.	F1To make students aware of other civilizations of the world, their problems, and to prepare students to work with people in other countries. F2 To become familiar with subject matter as it exists in other countries and to bring those experiences and values into our classroom. F3 To help students be less provincial and more aware of what's going on in the world. F4 To expand the horizons of our students in their exposure to international issues. F5 To show students aspects of your course that are done differently in other countries, expose them to differences. F6 To give students good preparation for the global life they're going to live. F7 To help faculty think globally in terms of their subjects. F8 To acquaint TCC students with other cultures.	n/a

The second question asked of participants was, "What values does the program promote?" As will be evident in Table 2, there was broad agreement among program

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directors and faculty members about the values the program promoted. A typical comment was "Tolerance and understanding of people in different situations; respect for other cultures" (F3). In fact, the words "tolerance", "awareness" and "appreciation" were mentioned frequently. Two faculty members' comments (F7, F8) were not consistent with others about program values. One faculty member mentioned "faculty interaction with others in the world who teach their subject" as a value (F7) and the other (F8) did not know what values the program promoted. In addition, a review of documents did not reveal any specific reference to program values. Students were not asked about program values.

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Table 2

Statements Regarding Perceptions about what Values the Program Promotes

Documents	Directors	Faculty	Students
not found	D1 Tolerance, appreciation of other ways, promoting curiosity, and research skills. D2 Diversity, students' understanding interrelationships among people, human worth and dignity.	F1 We should not be isolated from other peoples' problems in the world; we should try to help solve problems. F2 Awareness and appreciation of how other people handle the same problems we deal with. F3 Tolerance and understanding of people in different situations; respect for other cultures. F4 To culturally benefit students by helping them learn how others live. F5 The value of understanding differences among different people. F6 An understanding of diversity, and of cultures, and to show students how we're all alike. F7 Faculty interaction with others in the world who teach their subject. F8 I don't have a clue.	n/a

Responses to the third question, "What are the goals and objectives of the program?" were quite varied, as can be seen in Table 3 which follows. One document (Doc 2) revealed that a program objective was that 250 students would demonstrate increased understandings of the societies and cultures of the regions they had learned about (through the use of pre-and post-tests). One director (D1) emphasized student learning goals, while the other (D2) thought in broader terms, mentioning curriculum, faculty development and support, study abroad experiences for students, the development

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of an international honors program, the international perspective as part of the A.S. degree, and the so-called dissemination project. (This individual had experience of a broad range of international initiatives at TCC and may have been thinking about those efforts.) In contrast to the director (D2), no faculty member mentioned study abroad opportunities for students or the honors program.

Faculty responses show a very wide range, with six main ideas expressed. Curriculum enhancement was mentioned by one faculty member who said a goal was to "inject an international perspective in the curricula" (F2). Another idea expressed by several faculty members was that expanding students' awareness and understanding was a critical goal. (See particularly F3, F4, F5, F6 and F7.) One typical comment about goals was "to help students be more aware of their ignorance and be willing to learn more about the world" (F3). Third, the A.S. degree and the international perspective was mentioned by one faculty member: "Objectives are to institutionalize this requirement, give everybody a flavor for the international component and how to integrate it" (F6). Fourth, faculty development was mentioned by two faculty members. Goals included "to help faculty improve their teaching by exposure to new styles and perspectives" (F7). And objectives were to "get...faculty exposed to other cultures, get them excited about what they're learning and...share that excitement with students" (F4). Fifth, the practical application of knowledge to real-world problems was seen as an objective by one faculty member "through a more international curriculum" (F1). And finally, one faculty member really did not know what the program's goals or objectives might be (F8).

When students were asked about program goals, they were unable to answer since

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they had no concept of "the program" and did not view their course as part of a larger program.

To summarize data that relate to clarity about the program's goals and objectives, there exists no consensus or common understanding about goals and objectives. In addition, there is no clear relationship between institutional and program goals.

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Table 3

Statements Regarding the Program's Goals and Objectives

Documents	Directors	Faculty	Students
Doc 2: 250 Students who complete courses taught by mathematics, science or occupational/technical faculty will demonstrate, through pre-and post-tests, increased under-standings of the societies and cultures of the regions involved.	D1 To get students to begin to think globally and to increase their awareness of other ways of doing things. D2 Goals: to interna-tionalize the curriculum, provide faculty develop-ment and support, and enhance students' inter-national experiences, including through offering study abroad. Objectives: develop an international honors program, to figure out how to implement the new international A.S. degree requirement, to do the dissemination project, and to figure out how to get more students to study abroad.	F1 To enhance students' use of "practical application" through a more international curriculum. F2 To inject an international perspective in the curricula and to identify sections of curricula within the college that are most amenable to that inclusion. F3 To help students be more aware of their ignorance and be willing to learn more about the world. F4 One goals is to prepare students to live in this smaller world. Objectives are to get both students and faculty exposed to other cultures, get them excited about what they're learning and, in the case of faculty, share that excitement with students. F5 To gain an understanding that people do things differently around the world. F6 Goals include fostering an awareness of other cultures, to help students see where they fit in the larger society. Objectives are to institutionalize this requirement, give everybody a flavor for the international component and how to integrate it. F7 To help faculty improve their teaching by exposure to new styles and perspectives. F8 I don't know if they were presented to me.	S1 Students were unaware of "the program" and were therefore unclear about its goals and objectives.

The next question that related to the planning phase was, "What is the purpose of the program?" Once again, data reflect a variety of responses to this question. Review of documents did not show specific mention of the purpose of the program. Directors were

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in agreement with each other, describing the purpose as "to enlarge students' opportunities for contact with non-U.S. information" (See Table 4, D1). Directors and faculty members' comments were different.

Faculty members' comments about the purpose of the program reveal a range of responses which can be categorized into five main areas. The first area mentioned is to increase students' awareness of the world. The remark that the purpose is "to make students aware and tolerant of differences among people around the world" (F5) was typical. Similar comments were echoed by other faculty members (see for example F1, F4, F8).

A second set of responses to the question about the program's purpose concerned the institution's need to be "on top of things" and not fall behind other institutions. The purpose "is to make sure TCC is not behind the curve, to be as advanced in global awareness as other colleges (F3; see also F2 and F4 for similar remarks).

A third category of responses related to a perceived need to enliven the curriculum and make it more interesting, to "breathe a little fresh air into some courses and broaden our scope of use (F2; see also F1).

A fourth type of response regarding the program's purpose concerned faculty enrichment. From this perspective the purpose is "to give myself a way to stay active and alive" (F6), "to make faculty more global" (F7).

And finally, one faculty member mentioned an additional purpose which was considered very important: "to have my students be e-mail and internet-proficient" (F6).

Students were not asked about the program's purpose since they had no clear

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conception of the program.

A summary of the data regarding perceptions of the program's purpose shows that the purpose is variously interpreted and not well focused.

Table 4

Perceptions of the Program's Purpose

Documents	Directors	Faculty	Students
Not found	D1 To enlarge students' opportunities for contact with non-U.S. information. D2 To internationalize the education of students, to be "transforming."	F1 To make students aware and expand their knowledge, and to make the curriculum more interesting F2 To make TCC more "university-like" and to breathe a little fresh air into some courses and broaden our scope of use. F3 To make sure TCC is not behind the curve, to be as advanced in global awareness as other colleges. F4 To build a solid, efficient program that can send faculty and students to interact with other cultures, not just for travel, but to do research. F5 To make students aware and tolerant of differences among people around the world. F6 To give myself a way to stay active and alive, and to benefit students with this different perspective. Also, I have a purpose to have my students be e-mail and internet- proficient. F7 To make faculty more global, to stop us from thinking we do things in the best way. F8 To acquaint our students with other countries and cultures.	n/a

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The last area of focus in the planning phase was expectations: were faculty members clear about what was expected of them as they developed internationalized courses? I asked faculty members, "Were the expectations for your course made clear to you?" Table 5 which follows shows that about half the faculty were unclear just what would be expected of them. One faculty member, F2, indicated that the understanding of what was expected was initially inaccurate; expectations then "changed; what I started to do is not what I ended up doing." Other faculty members were clearly confused about what direction they were headed in, providing comments such as "No, I didn't have any guidance" and "No, we didn't know where I was going" (F1 and F7, respectively).

The other half of the faculty members appeared fairly clear about what they needed to do and how they were going to do it, although some of these individuals (see for example F3 and F5) felt that any course expectations that existed were their own expectations, not those of the program. One commented, "they were my own expectations" (see F3) and another, "I created them myself; I knew exactly what I would try to do" (F5).

A summary of these responses suggests that several faculty members needed more understanding at the outset what would be expected of them. Some faculty members who had been unable to attend the October 1997 planning meeting felt that their absence may have accounted for their confusion over expectations. One faculty member said, "I think a lot of that formulation [course expectations] came with a meeting that I was unable to attend because it conflicted with a class I was teaching, and when a lot of the folks got together...they decided what they thought" (F2). These comments suggest not only lack

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of clarity about expectations but a sense of isolation among faculty members.

Table 5

Clarity of Understanding of Expectations for the Course

Documents	Directors	Faculty	Students
Not found	n/a	F1 No, I didn't have any guidance. F2 They changed; what I started to do is not what I ended up doing. A lot of that formulation came with a meeting that I was unable to attend... F3 I guess so; they were my own expectations. F4 Yes. F5 Yes, I created them myself; I knew exactly what I would try to do. F6 I believe so, we had a lot of information given to us. F7 No, we didn't know where I was going. F8 No, not particularly.	n/a

A summary of the planning phase reveals that key aspects that either did not occur or were not understood by all program participants, contributed to a lack of program coherence as a whole. There was no consensus as to the mission or purpose of the program, or how these might relate to the institution's mission or purpose. While there was general agreement over the program's values, this existed almost by default, as values were not explicitly communicated to faculty members, were not communicated to students, and were not found in program documents. The focus of the program as reflected in its goals and objectives was unclear and hence could not serve as a basis for

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curriculum development or determining student learning objectives. And some faculty members expressed confusion over expectations of them in terms of the program, with other faculty members feeling that they must set their own expectations independently of the program.

Implementation Phase

I examined this phase in broad terms by asking about the degree to which the program was systematically implemented, and about how faculty members received assistance with course modification if they desired it. Specifically, I asked faculty members, What kinds of assistance did you receive from the program director? What kinds of difficulties did you encounter as you developed your course? Were resources sufficient to accomplish your internationalized course objectives? How much time in your course was devoted to international content? The information I received follows and includes, where relevant, data from documents that could shed greater light on the issue.

The question, "What kinds of assistance did you receive from the program director?" generated several kinds of responses from faculty members as shown in Table 6. Mention was also made of available assistance in Document 1 (see Appendix B). Several comments reveal consistency with the document in terms of outside help in the form of either money or a peer on campus. See for example comment F4, "I received reading materials, money for a consultant, and a lot of flexibility with the time frame; people were available to help." Three other faculty members (see F2, F3 and F5) specifically mentioned their awareness that a mentor was available to provide additional assistance.

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Two faculty members described "assistance" mostly in the form of reading material: F2 said "I don't know of any assistance except the packet of information I received; I did choose a mentor." And F6 commented that "a lot of reading material was provided but it was pretty autonomous in terms of where you went with it, and how you developed it."

Three faculty members' comments reveal that they received no concrete assistance (see F1, F7 and F8). One had to do with timing: "they couldn't help me; it was too late and I wish I knew more from the beginning" (F1). Another faculty member apparently felt that the nature of the project precluded getting assistance for developing the course; this individual received "little assistance due to what I was doing" (see F7). And one faculty member, when asked about what kinds of assistance was received, simply said, "None" (see F8).

One faculty member indicated that assistance had been provided when a problem developed, saying, "I received special help due to a communication problem" (see F3).

This variety of responses to the question about assistance indicates that faculty members were unsure about how much assistance they could or "should" ask for. Some appeared not to desire much assistance, while others seem not to know in what ways the mentor could assist them. Two expressed frustration that the expected help was not available. It must be concluded that participants needed better information about specific ways in which they would be helped, the time frame that would be followed, and the extent to which they were expected to act autonomously.

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Table 6

Nature of Assistance Available to Develop Course

Documents	Directors	Faculty	Students
Doc 1 Funds are available to connect you with an area expert. A peer on your campus who has written a successful module will review your plans with you.	n/a	F1 They couldn't help me; it was too late and I wish I knew more from the beginning. F2 I don't know of any assistance except the packet of information I received; I did choose a mentor. F3 I received special help due to a communication problem; also I was put in touch with a mentor. F4 I received reading materials, money for a consultant, and a lot of flexibility with the time frame; people were available to help. F5 Monetary help and that of an expert if needed. F6 A lot of reading material was provided but it was pretty autonomous in terms of where you went with it, and how you developed it. F7 Little assistance due to what I was doing, though I received names of contacts. F8 None.	n/a

The next question relating to program implementation was, "What kinds of difficulties did you encounter as you developed your course?" This question generated five different kinds of answers, as shown in Table 7 which follows. Three faculty members commented that they had experienced no particular difficulties developing their courses (see F5, F6 and F8).

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In another vein, computer problems were mentioned by three individuals. One said, "I couldn't get e-mail into the other country, so the whole communication idea never succeeded" (see F3). Difficulties relating to computer access were also mentioned by F1 and F2.

One faculty member commented that the ability to speak another language turned out to be a problem, "I had no facility with the language and it turned out to be important" (F4). This individual "also could not find the right texts I needed for my purpose."

Two faculty members mentioned that they had experienced confusion over what they should be doing as they tried to develop their courses. "I had the wrong idea about what I was doing in the beginning, then I got the outline of the module and had to change my plan" (F2) and, "I could have used more direction, I was on my own" (F7).

To summarize the nature of the difficulties encountered by the eight faculty members, adequate computer availability and access to the target country was a problem for three individuals. This forced them to make major changes in their implementation of course plans, resulting in frustration and lost time. Two individuals needed greater clarity along the way about how to develop their courses. However, three faculty members did not experience difficulties they felt worth mentioning.

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Table 7

Faculty Statements Regarding Difficulties Encountered as they Developed the Courses

Documents	Directors	Faculty	Students
n/a	n/a	F1 I had a lot of problems with getting a computer to communicate with the other country. F2 I didn't have computer access; also, I had the wrong idea about what I was doing in the beginning, then I got the outline of the module and had to change my plan. F3 I couldn't get e-mail into the other country, so the whole communication idea never succeeded. Also, my counterparts in the country had trouble sending and receiving communication. F4 I had no facility with the language and it turned out to be important. I also could not find the right texts I needed for my purpose. I had trouble accessing data and information. F5 I didn't really have difficulties. F6 I didn't have problems. F7 I could have used more direction, I was on my own. F8 There were no difficulties.	n/a

The next question that contributed to the picture of the program's implementation phase had to do with the adequacy of resources. Faculty members were asked, "Were resources sufficient to accomplish your internationalized course objectives?" The relevant data are shown in Table 8. Five faculty members felt that resources had been adequate, although two of the five indicated that they didn't actually use program resources much. They said, "I didn't use any [resources] other than the ODU library, and that was free"

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(F5) and, "I didn't have a lot of dialogue with the international office; they kind of let me go" (F8). See also F3, F5 and F6 for responses showing that resources were felt to be sufficient.

Three faculty members expressed dissatisfaction with the sufficiency of resources. A look at comments F1, F2 and F7 reveals that timing and computer access were critical. For example, "resources were not sufficient; TCC didn't get me a computer until too late" and "the timing of when I got the resources and when I needed them, didn't help me" (see F1 and F8, respectively).

Overall, the data regarding faculty members' satisfaction with resources indicate that there was an adequate level of resources to accomplish course objectives for several faculty members. However, serious issues remain regarding the timing of resource availability, computer access, and language assistance. Resources may have been used to greater advantage, but faculty members were unsure how this might happen.

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Table 8

Faculty Statements Regarding Sufficiency of Resources to Accomplish Course Objectives

Documents	Directors	Faculty	Students
n/a	n/a	F1 Resources were not sufficient; TCC didn't get me a computer until too late. F2 The program did not provide internet access, and that was vital. F3 The resources were sufficient. F4 Yes, resources were sufficient. F5 I didn't use any other than the ODU library, and that was free. F6 Yes, resources were okay. F7 They probably were, but the timing of when I got the resources and when I needed them, didn't help me. F8 Yes; I didn't have a lot of dialogue with the international office; they kind of let me go, although I did have to pay my own travel expenses.	n/a

Faculty members next addressed the question, "How much time did you (or will you) devote to international content in your course?" Since four out of eight faculty members had not taught an internationalized module at the time of the interview, they estimated this information, based on their teaching plans. Table 9 shows quite a broad range of responses.

Time devoted to international content ranged from a low estimate of 5% (see F4, "I plan about 5% through moderate infusion throughout the course") to a high of 25% (see F6) for faculty members who remained in the Tidewater area. The greatest amount of time, however, was spent by the faculty member who actually took students in the class to

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the country that was the subject of their studies (F8). Those students were literally surrounded by "international content".

In general, faculty comments about time devoted to international content indicate that the material is being added piecemeal or by moderate infusion. There is no apparent consistency or similarity of time devoted to international content in faculty members' courses or in their teaching plans.

Table 9

Faculty Description of Time Devoted to International Content

Documents	Directors	Faculty	Students
n/a	n/a	F1 Around 10%, or about one week out of 15. F2 I *plan* two class sessions out of 15. F3 I spent about 30 to 40 minutes a week in class. F4 I *plan* about 5% through moderate infusion throughout the course. F5 I *plan* about 9%, which is one chapter out of 11 that we'll cover. F6 About 25%. F7 I *plan* at least 2 weeks of class time of a unit. F8 A great deal since we went to the country.	n/a

A summary of the data in the program's implementation phase indicates that several areas require attention. Lack of communication during the planning phase of the program led to confusion for faculty members over timing and the use of available resources. Due to the loose definition of the program's goals and objectives, faculty plans may have been too unrealistic to have been carried out. And as problems arose,

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there was no apparent troubleshooting mechanism that might have helped faculty members make adjustments to their course plans. Unmet needs mentioned by faculty members included clear communication from program directors, adequate computer availability, sufficient communication with the target country, language difficulties with the target country, and timing problems in which assistance needs were identified by faculty who understood that they were too late for help to be received. In addition, the wide range of time devoted to international content in each course indicates lack of uniformity, with international content being based on individual faculty member's goals for the course.

Evaluation Phase

The final phase that will be discussed is the program's evaluation phase. Data in this phase was sought in response to questions about students' reactions to the internationalized courses, with questions about how indicators of program outcomes were defined in the planning stage, how faculty members were involved with developing measures of outcomes, whether student learning was tied to program goals and objectives, and whether it is possible to observe indicators of program success early in the program. These questions were operationalized by asking, "What were students' reactions to the internationalized course?" "Were you given any information from the program director about indicators of program or course effectiveness?" "Does student work reflect some international content and awareness?" And, "Were there unexpected results in terms of students' behavior?"

Table 10 which follows outlines both faculty and student perspectives concerning students' reactions to the internationalized courses. Four faculty members (see F2, F4, F5

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and F7) had not taught the internationalized course, so their responses are shown as "n/a". Three of the remaining four faculty members commented that students had become very interested in the material, and even excited: "they were excited, they'd never had something like it before, all of them had positive responses" said F1; similar comments were echoed by others (see F6 and F8). The eighth faculty member indicated that he had received good papers on the topic, but "this is a very demanding course, and the students saw this as just one more demand, one more bit of work, on top of a course that was already pretty much full" (F3). This same professor also reported that two negative comments had been made about the internationalized curriculum on end-of-semester evaluations, in response to an open-ended question not specifically addressing the international component.

Student comments reveal some international awareness and an increased understanding that they have been educated from an American perspective which is not shared around the world (see Appendix G). One student said, "this course helped us become more culturally sensitive and aware of other cultures" (S1). And, "it made me aware of problems around the world and here. Problems elsewhere will eventually have an impact on environmental quality here. It sparked my interest, so I began to pay more attention to newspapers" (S2).

To summarize students' reactions to internationalized courses, faculty comments generally express pleasure at the level of excitement and effort that students exhibited. Students' comments also reveal enthusiasm for internationally-oriented projects. Some student comments in one course raised an important issue: that they experienced

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international perspectives as yet another item to be included in an already full curriculum.

Table 10

Students' Reactions to the Internationalized Course

Documents	Directors	Faculty	Students
n/a	n/a	F1 They were excited, they'd never had something like it before, all of them had positive responses. Students put in a lot more effort than I expected. F2 n/a F3 Two negative comments were made on end-of-semester course evaluations. Informally, I had good papers on the topic. This is a very demanding course, and a few students saw this as just one more demand, one more bit of work, on top of a course that was already pretty much full. F4 n/a F5 n/a F6 They got excited about it fast. They had wonderful stories to tell and materials to share; it was a great experience. F7 n/a F8 Students were very positive.	S1 This course helped us become more culturally sensitive and aware of other cultures. We spent a lot of time learning to use the internet, which will be a real advantage to us in the future. S2 It made me aware of problems around the world and here. Problems elsewhere will eventually have an impact on environmental quality here. It sparked my interest, so I began to pay more attention to newspapers.

The next question in the evaluation phase concerned how clearly were indicators of program effectiveness defined at the planning stage of the program. Data relating to this question are shown in Table 11. It is very clear from directors' comments that indicators of program effectiveness were not developed during the planning phase of the

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program. See for example "honestly, no, indicators of program success were not developed" (D2).

Faculty responses to the question, "were you given any information from the program director regarding indicators of program or course effectiveness?" reflect confusion over whether they were given this information or not. Comments such as "I don't recall that we were given information about indicators of program or course effectiveness" (F2) were typical; see also F1, F3, F4, F7 and F8 for similarities.

Two faculty members mentioned that it was their understanding that the pre-test/post-test given to students would serve as the indicator of program or course effectiveness. For example: "we were required to do a pre-test/post-test to measure what students learned. Indicators came from us, not from the program" (F6; see also F5).

These comments indicate that indicators of program or course effectiveness were not developed, and that some faculty members were confused about the role of the pre-test/post-test.

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Table 11

Clarity of Understanding Regarding Indicators of Program or Course Effectiveness

Documents	Directors	Faculty	Students
n/a	D1 Indicators were not developed in advance of people signing on for the project. D2 Honestly, no, indicators of program success were not developed.	F1 No, it wasn't clear, other than saying you (E. Steele) would be doing a study. F2 Uh, I don't recall that we were given information about indicators of program or course effectiveness. F3 I don't know if we got this information, if so I don't recall. F4 In terms of a checklist or indicators, I don't know. F5 In part of the proposal was a pre-test/post-test, so that will be used to show what students know. F6 From what I understand, we wrote in our own evaluations. We were required to do a pre-test/post-test to measure what students learned. Indicators came from us, not from the program. F7 No, I'm not aware of any indicators. F8 No, I have no information on indicators.	n/a

The next set of data relates to the issue of evaluation also, but this information was derived from faculty members' application to teach an internationalized course module, written before courses were taught (see Appendix D). The proposed evaluation techniques are quite varied. Two faculty members include the use of a student questionnaire as an evaluation "piece", for example, "any new ideas incorporated into my classes will be evaluated by a student questionnaire at the end of the semester" (D3/7).

Written evaluation from students is included in two other faculty members'

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evaluation plans, for example, "there will be written evaluation from the students on the content and presentation" (D3/2; see also D3/3).

The review of students' work or overall course critiques by colleagues were mentioned in five faculty members' course evaluation plans. "Two faculty members from my department will use the problems in their classes so they can evaluate the materials for me" (D3/4) was one such comment, and "the proposed course will be critiqued by fellow faculty and my division chairman" (D3/8) was another.

Other faculty members' evaluation plans were unique to them. "The quality of this module will be evaluated based upon the case study which will be written for use in the class. Students will be required to analyze statements according to non-U.S. practices" (D3/5) was one plan.

Another evaluation plan indicated, "students will do a final project/presentation as a course requirement. Success could be determined by a 25% selection of non-U.S. topics" (D3/6).

These faculty members' written statements about course evaluation plans indicate a weak foundation for determining course effectiveness. There is lack of uniformity in how student learning will be assessed. The basis upon which adjustments will be made to courses is unclear. Evaluation plans are not tied to the program's goals and objectives and hence seem to function independently of it.

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Table 12

Faculty Members' Proposed Course Evaluation Plan

Documents	Directors	Faculty	Students
D3/1 A questionnaire will be given to students to evaluate the whole process; the quality of the students' solutions to given problems will be evaluated by the faculty in order to determine whether the theory taught and the assigned problems were appropriate. /2 There will be written evaluation from the students on the content and presentation. /3 Students and colleagues will provide some evaluation. Instructor will reflect on the project to enable improvement and updating. /4 Two faculty members from my department will use the problems in their classes so they can evaluate the materials for me. Based on my experience and their suggestions I would then be able to make the necessary adjustments. /5 The quality of this module will be evaluated based upon the case study which will be written for use in the class. Students will be required to analyze statements according to non-U.S. practices. /6 Students will do a final project/presentation as a course requirement. Success could be determined by a 25% selection of non-U.S. topics. /7 Any new ideas incorporated into my classes will be evaluated by a student questionnaire at the end of the semester. Any proposed changes in the curriculum would be evaluated by other faculty and/or the division chairman. /8 The proposed course will be critiqued by fellow faculty and my division chairman. The ultimate evaluation of the value of this project will be made by students that subsequently take the course.	n/a	n/a	n/a

The next question that was addressed in the evaluation phase concerned whether student work in the course reflected international content or awareness. Program

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directors and faculty members were asked, "Does student work or "products" reflect international content and awareness?" Data that relate to this question are shown in Table 13 which follows. Comments made by one program director are broad in scope. "If we see students reading more widely, using the internet to find information they didn't know before, and using resources more effectively...We hope people's curiosity will propel them to expand their horizons in broad terms" (D1) was this comment. The other director was uncertain about how to look for international content in student work. This person remarked, "I'm not sure how you measure it. The best thing we've got is the pre-and-post-tests and when we review the quality of the modules" (see D2).

Faculty members' statements showed the very individual approaches taken to internationalizing their courses, so student work naturally reflected these variations. Two faculty members tried to develop an understanding in their students of non-American approaches or applications of the subject matter. See for example (F1) "In the final project students looked at the pros and cons of different methods from a non-American perspective." And also the plans of F5, (who had not yet taught the internationalized course module) "I will give a test...to see how these principles apply...generally accepted accounting principles as they're used in the U.S. versus how they're used in Great Britain...the financial statements are going to look different."

The other faculty members answered these questions in their own way. One was pleased at the overall quality of papers turned in, saying, "I was pleasantly surprised, a few students were interested in doing the paper...I had an excellent paper on education in Cuba" (F3).

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Three other faculty members had also not yet taught the internationalized modules and had not formulated specific ideas about student products. For example, "The only place that it might show up, and it depends on how much push that I put on it, would be when they develop the international health care product" (F2).

A final response from the faculty member who traveled with students to the host country, was that "I'm getting more cultural comments than feedback on horticulture-related things" (F8).

It is clear from reviewing these comments that the variation apparent in comments about student products reflects the varied interpretations of the program's purpose, objectives, expectations for faculty, and so on.

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Table 13

Nature of Student Work or "Products" that reflects International Content or Awareness

Documents	Directors	Faculty	
n/a	D1 If we see students reading more widely, using the internet to find information they didn't know before, and using resources more effectively...We hope people's curiosity will propel them to expand their horizons in broad terms. D2 I'm not sure how you measure it. The best thing we've got is the pre-and post-tests and when we review the quality of the modules.	F1 In the final project students looked at the pros and cons of different methods from a non-American perspective. F2 The only place that it might show up... it depends on how much push I put on it, would be when they develop the international health care product. F3 I was pleasantly surprised, a few students were interested in doing the paper. I had an excellent paper on education in Cuba. F4 n/a F5 I will give a test at the end to see how these principles apply...I anticipate discussing...generally accepted accounting principles as they're used in the U.S. versus how they're used in Great Britain...the financial statements are going to look different. F6 Students did a lot of legwork and grew tremendously; all final projects have international content, that was mandatory. Students used lots of resources. F7 n/a F8 I'm getting more cultural comments than feedback on horticulture-related things.	S1 This course made me realize how I've been raised as an American, but the American perspective is not the only perspective; everything isn't done just like in the U.S. This course was enhanced by the non-American perspective. S2 Many students showed enthusiasm for using another country as a basis for examining the problem.

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The last question I asked program directors and faculty members had to do with unanticipated results of the internationalized courses. Participants were asked, "Did you notice any unexpected results in terms of students' behavior in this course?"

Faculty responses expressed surprise and satisfaction at the nature of student reaction to the internationalized perspective. See comments by F1 for example, "The big surprise was that students were willing to do so much more than I asked them. The international curriculum makes it more interesting for students *and* their teachers." And "I was very surprised at the level of interest of students who wanted to meet with the foreign visitor. The class was so excited...and asked him lots of questions" (F7).

Four faculty members had no direct observation of changes in student response or behavior (F2, F4, F5 and F8).

One faculty member was gratified to notice that students "were more attuned to issues about the country, and they connected so well with the visitor who came to class" (F3).

Yet another faculty member, who had infused an international perspective last year, was pleased to see that enthusiasm carry over: "Students from last year's class wanted to come back to party with this year's group! And one student wrote an article which is now under review for publication." (F6). This faculty member sponsored a party at her home with an international theme, apparently hitting a responsive chord among the students. Also, the faculty member was clearly proud that one of her student's papers was under review for publication.

This information reveals that students can be very enthused and responsive to

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international topics and overseas visitors. Students became more interested in current events and internet use as a result of exposure to international perspectives in class.

A summary of the program's evaluation phase indicates that students did show increased international awareness and understanding, although whether this was "enough" in terms of the goals of the program would be impossible to assess. The lack of indicators of program success created this difficulty. However, early results suggest several areas that might be tapped if stakeholders feel these results are reflective of program goals and objectives.

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Table 14

Comments Reflective of Changes in Students' Behavior

Documents	Directors	Faculty	Students
n/a	D1I think it's too soon to say; we don't know yet. But based on other courses, students who take these courses seem to get to know each other, develop some friendships because of the way they respond to these things. They reinforce each other's interest in travel and language. D2 (Speaking of the broader range of international programs at TCC): We had one student who was dreaming in Spanish! And I think we are getting a greater variety of students who want to go abroad. It's happened twice that students have taken *their* children the next time they go overseas; they found a way to get themselves and a child there without any scholarship help.	F1 The big surprise was that students were willing to do so much more than I asked them. The international curriculum makes it more interesting for students *and* their teachers. F2 n/a F3 Students were more attuned to issues about the country, and they connected so well with the visitor who came to class. F4 n/a F5 n/a F6 Students from last year's class wanted to come back to party with this year's group! And one student wrote an article which is now under review for publication. F7 I was very surprised at the level of interest of students who wanted to meet with the foreign visitor. The class was so excited about the visitor and asked him lots of questions the whole class period. They continued to ask questions about his culture for several days after his visit and even sent along extra questions that I could ask him on their behalf. F8 I'm not sure, I need to review their final project.	S1 The American perspective is not the only perspective. Also, learning to use the internet was a real advantage to us in the future. S2 This class project sparked my interest, so I began to pay more attention to newspapers.

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CHAPTER V

CONCLUSIONS

Introduction

In Chapter One, the problem statement addressed questions about the role and usefulness of evaluations in determining program effectiveness. My research questions were: are program administrators using classically accepted evaluation and assessment theories to conduct their inquiries about program effectiveness? If they are, is it helping pinpoint areas of program strength, while also providing information for decisions about program improvement? If they are not using classically accepted evaluation theory, can the theory provide a useful framework for examining the processes of program planning, implementation, and evaluation of outcomes? And finally, did this evaluation produce useful information to aid the development and improvement of this program? These questions will be addressed in this chapter.

Limitations of the Study

Several caveats are in order before moving to discussion of the findings of the study, the conclusions, recommendations and implications for higher education. This research was designed to focus on particular elements of this local program. My research was conducted in a natural setting, with no effort made to control variables or to obtain an "average" sampling of any group. I was not interested in generalizing the results of this study to other settings or institutions. Instead, my interest was in examining this one case,

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this local program, to learn about the role evaluation played, and could play in gathering information relating to program effectiveness.

Research Findings

My first research question was, are program administrators using classically accepted evaluation and assessment theories to conduct their inquiries about program effectiveness? The data clearly show that at Tidewater Community College, the answer is no. Since they are not using accepted evaluation and assessment theory, the second research question, is it helping pinpoint areas of program strength while also providing information for decisions about program improvement, must be answered no.

In Chapter Two I presented a framework for examining a program using three phases: planning, implementation, and evaluation. The following descriptions of each phase will serve to clarify how I arrived at the conclusion that the program administrators are not using classically accepted evaluation theory.

Planning Phase

The first set of research questions posed in Chapter One was, How did the planning phase of this program occur? Were program goals made clear, and communicated to those responsible for implementing them? Was the rationale for the curriculum changes made clear to all faculty members? By what processes were changes made to courses that reflected program goals? What understanding or training did faculty receive before they taught the revised courses? Were students aware of the purpose or goals of the program?

Findings that relate to these questions reveal that the planning phase of the

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program was missing key elements that would have contributed to greater program coherence as a whole. Program participants were found to have different views about the program's mission, values, goals, objectives, and purposes. There appeared to be broad confusion among faculty over these characteristics of the program as well as a sense of isolation from "the program". There was no written mission statement or statement of the program's values. A clearer definition of program values would communicate what is considered most important in this program, and would inform participants as to what kinds of learning is most valued for students at this institution.

Some faculty members were not clear about what was expected of them as they developed their courses, while others felt they created their own expectations. Program participants lacked a common understanding of the basis for the program, as evidenced by their very individual interpretations of it. There also appeared to be inadequate communication and trouble-shooting in the early phases of the program between program directors and faculty members, as reflected by faculty comments that they did not know how to get started or what direction they were headed in. Clearly, greater communication between and among program directors and faculty members about important aspects of the program, would place all participants in a better position to make decisions about the program.

Conclusion

In answer to the first set of research questions, it must be concluded that the planning that occurred for the program was haphazard and inadequate. The following discussion will integrate the above findings with suggestions that are embodied in the

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assessment and evaluation literature as outlined in Chapter Two.

Discussion

The evaluation and assessment literature suggests the importance of examining data relating to the way in which the program was set up, which are the conditions relating to the planning phase (Provus, 1969; Stake, 1972) . Such aspects (or what Provus called "preconditions") include the provision of resources needed to disseminate the plan and train participants, the purpose of the program, and its goals and objectives. As Stake indicated, "To evaluate an educational program, we must examine what teaching, as well as what learning, is intended (1972, p. 97). Without such definition it is difficult to know what constitutes "the program" or what changes are desired in terms of student behavior. The development of goals for the program and the objectives for learners provides the foundation for the program in a concrete way (Borg & Gall, 1989; Erwin, 1991; Stake, 1972; Wolf, 1990).

According to the assessment and evaluation literature, the absence of explicit program goals and objectives creates a major stumbling block to the program's development and evaluation. Discussion and agreement about goals and objectives would enable faculty members to know what kinds of learning is desired for students. Faculty need to understand whether change is expected in terms of student attitudes, behaviors, knowledge or skills (Wolf, 1990). Of course, meeting to discuss and agree upon goals and objectives is a difficult and time-consuming task, but an essential one.

> Through the process of give and take that occurs in a discussion group, program staff come to some agreement about their purposes and procedures. In the course of reaching consensus, strong opinions are promulgated and contested, forcing the discussants to think more analytically and carefully about their program and

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fostering a commitment to the program (Provus, 1972, p. 120).

No one can (or should) decide for faculty what the goals and objectives of the program should be; they have to own this process themselves in order to know what is working in their teaching and in the curriculum, and what is not. The support for building appropriate goals and objectives comes from developing the intellectual and empirical foundations of the program (Barak & Brier, 1990; Pirog & Martin, 1997; Wolf, 1990).

The evaluation and assessment literature also suggests that clarification of educational values is an important step that contributes to the definition of the program. "The assessment of student learning begins with educational values" is AAHE's Principle One (1992, p. 2). My interviews with program participants revealed confusion over what values the program promotes. Discussion and clarification of values provides the foundation for the program in terms of making clear what is considered most important. "...successful, sustainable international programs are identified with the existing values already in the minds of faculty and administrators" (Kelleher, 1996, p. 11). In the Course Internationalization Program students, faculty members and program directors should understand what makes the international perspective an important value for the program. The enunciation of values should also be aligned with departmental, professional, or institutional values extant (Guskin, 1998; Muffo, 1996).

The evaluation and assessment literature suggests that a program's purpose or rationale is an important aspect of a program that must be considered in an evaluation of it. "An evaluation is not complete without a statement of the rationale of the program....The rationale indicates the philosophic background and basic purposes of the

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program" (Stake, 1972, p. 98). At TCC, participants' comments revealed different ideas about the purpose of the program. The development of a more focused and specific purpose(s) could guide faculty efforts in course design and provide them with a direction as to where student learning is headed. Faculty members at TCC appeared to develop their curriculum modules in a fairly isolated way, operating without consensus about the purpose of the program.

The evaluation and assessment literature suggests that in the planning phase, those responsible for executing the program be adequately trained and provided with the resources they will need to carry out the program's plan (Provus, 1969). At TCC, faculty remarks suggested that critical resources needed to carry out course plans were not well identified in advance of course implementation, an important aspect of program planning (Borg & Gall, 1989). It was also clear from faculty members' comments that they were uncertain how the available resources could be used to best advantage. It is important during the planning phase of the program, that there be clear communication about the feasibility of plans and the resources available to accomplish them.

Implementation Phase

The second set of research questions concerned the implementation phase of the program. Aspects of this phase had to do with the following questions: To what degree was the program was systematically implemented? What was the nature and adequacy of resources offered to faculty members to internationalize their courses, and what kinds of difficulties were encountered as the course plans were implemented? To what extent were the courses themselves modified?

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Responses to these questions varied. The implementation or time frame by which courses were internationalized varied considerably, which is why four out of a total of eight faculty members had not yet taught an internationalized course. Most faculty members were aware of the expert help that was made available to them, and of the reading materials. Some faculty expressed the idea that they operated relatively independently from the program; some attributed this to the unique nature of their projects. The adequacy of resources was considered a problem for three out of eight faculty members, while another two stated that they had used program resources only minimally.

The types of difficulties that faculty members encountered as they implemented their course plans involved the adequacy of computer and technical assistance, the need for greater clarity and communication during the development of course plans, and the lack of troubleshooting to avoid problems over language and access to the target country. These difficulties point to the need for more communication and trouble shooting during the planning phase of the program. On the other hand, the problems that developed for one faculty member having to do with language and textbooks may have been difficult to anticipate.

The nature and extent of course modification provided clues to another aspect of program implementation. Faculty provided information about course modification by estimating the percent of time devoted to internationalized course content. Responses ranged from approximately 5 to 25 percent, with the overall approach being that of moderate infusion of international content into existing course content.

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Conclusion

The conclusion to questions about the nature of the program's implementation, is that implementation was uneven and inconsistent in the various courses, with highly individual approaches to course modification. Clearly, implementation difficulties arose out of gaps in the planning phase of the program. They were exacerbated by a pattern of inadequate communication that left some faculty members feeling isolated and unsure of how to proceed in the face of difficulties.

Discussion

The assessment and evaluation literature clearly suggests the importance of examining program processes in any sound evaluation (Ewell, 1997; Nedwek & Neal, 1993; Provus, 1971; Stake, 1972; Stufflebeam & Webster, 1994). The AAHE Principle Four is: "Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes" (1992, p.2).

Aspects of the implementation or program "process" phase revealed the lack of systematic implementation of broad program goals. However, weaknesses in the planning phase of the program may have made it impossible for the program to have been implemented in any kind of systematic way. For example, the evaluation literature suggests that the amount of class time devoted to the relevant content provides information pertaining to program processes that occurred (Provus, 1969; Tyler, 1967; Wolf, 1990). Here, however, there was no targeted range provided to faculty by program directors. Faculty members estimated that anywhere from 5 to 25 percent of class time was devoted to international content. There is nothing "good" or "bad" about these

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percentages. However, in order for the program to develop and improve, it is important for program directors and faculty members to identify what level or proportion of international content "infusion" is both desirable and consistent with the program's purpose and objectives for student learning.

Faculty members would also benefit from more direct assistance with their course designs. Faculty and students raised the issue of how international perspectives are to be addressed in light of an already-crowded syllabus.

The assessment and evaluation literature also suggests the importance of communicating clearly to program participants about available resources (Borg & Gall, 1989) for the implementation of the program's plans. In this Course Internationalization Program faculty remarked that critical resources needed to carry out curriculum plans were sometimes not available; in other instances faculty members commented that they were uncertain how to make use of available resources. The result of these difficulties was that some faculty members' plans had to be significantly altered in order to be executed at all.

Evaluation Phase

The third set of research questions concerned the evaluation phase of the program. Questions were, How were indicators of program outcomes defined? Were faculty members in agreement about measures of outcomes? Was evaluation of student learning in individual courses tied to program goals and objectives? Is it possible to observe any indicators of program success early in the program?

Findings revealed that indicators of program effectiveness were not defined either

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by program directors or faculty members. There was no group discussion of what might constitute appropriate or valid measures of program success; therefore there was no agreement or disagreement among faculty on this issue. Mention was made by program directors and faculty members of a pre-test/post-test, but there was no connection made to the goals of the program. Comments by both faculty members and program directors demonstrated that evaluation of student learning was not tied to program goals or objectives.

As far as early indicators of program success or unanticipated results of the program, students expressed enthusiasm and interest in the internationalized aspect of their courses. In general, student comments reveal at least some increased measure of international awareness and appreciation for other cultures. Faculty members also noticed a high level of interest among students in international visitors. Students enjoyed the application of course material to overseas problems. And students showed enthusiasm for using technology to obtain information from non-American sources, specifically via the internet and by using e-mail in communication.

Conclusion

The answer to the questions posed about the evaluation phase is that there is little basis for determining the "success" of the program's goals or purposes. This is a direct result of the fact that indicators were not developed during the planning phase of the program. In addition, faculty members did not meet to discuss the merits of possible outcomes measures, nor was there discussion of how assessment of student learning in individual courses might be tied to program objectives. Finally, a look at unanticipated

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results of the program revealed information that could be used in future planning and evaluation efforts.

Discussion

A review of the assessment and evaluation literature suggests that examining the results or outcomes of the program is part of any sound evaluation effort (Pascarella, 1989; Provus, 1969; Stake, 1972; Tyler, 1967). These include unanticipated results of the program (Messick, 1972; Scriven, 1974). The development of indicators is a tool that allows program directors and faculty members know about the degree to which they are meeting program expectations (Nedwek & Neal, 1993; Provus, 1971). Analysis of measures of student achievement may also provide information to decision makers about the appropriateness of the measures themselves. Ideally, indicators of achievement would be based on an understanding of what the initial status of the learners is with regard to learning objectives (Provus, 1969; Stake, 1972; Wolf, 1990).

Narrative: Meta-Evaluation

In the opening to this chapter, I reiterated the research questions that this study sought to answer. The final research question which has not been answered was, did this evaluation produce useful information for the development and improvement of this program?

Conclusion

As my research has demonstrated, the evaluation theories and practices that have developed over time have provided a useful framework within which to conduct an evaluation. My evaluation of the Course Internationalization Program at Tidewater

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Community College has yielded information which program directors feel will help them in the next stages of the program.

Program directors told me that, based on the information I provided to them as a result of this study, they feel more confident about what steps need to be taken next in order to improve their program. The evaluation framework has provided them with a way to conceptualize the program in terms of various stages. They feel more knowledgeable about the nature of evaluation and the ways in which they might think about demonstrating program effectiveness.

One of the program directors told me they are "now more wary than before of people working independently, without structure" as it resulted in a lack of "uniform quality to a product" (personal communication, B. Johnson, February 9, 1999). Another result of this study was that program directors indicated that this new understanding will help them as they search for additional funding, because now every funding proposal has an evaluative component to it.

Discussion

In spite of the many difficulties associated with conducting program evaluation, it remains the only way to provide program and institutional leaders with the information they need in order to make sound decisions about the program. Desmond Cook paraphrased Ralph Tyler by describing the evaluation process as a means to "increase rationality a little bit more than now exists" (1971, p. 134). This comment acknowledges that in any complex, modern-day institutional setting, many conflicting demands and interests are at work. There will never be enough time or resources to accomplish all the

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good things that people wish to do. In addition, peoples' actions are clearly not governed by rationality alone. So there remains the problem of how to make improvements to programs that exist, making them as effective and focused as possible.

To be sure, there were and are many organizational barriers to conducting program evaluation at Tidewater Community College. Faculty members are geographically dispersed and have very incompatible schedules, making the act of meeting together a difficult task to accomplish. An additional barrier is that few incentives exist for faculty members to try something new, and many faculty already have heavy teaching loads. The problem of insufficient technology has also been a source of frustration for many faculty members. For example, several faculty members reported lack of computer availability or e-mail access at the time when they tried to implement the new curriculum component. Starting in December 1996, the process of installing 2500 to 3000 new personal computers began; it was about a three-year process. In addition, between 1996 and 1998 there were two major changes to the TCC telephone system.

For the past three years, TCC has also been struggling with changes in Presidential leadership. The President of the College left in August 1997 after serving for six years. A temporary replacement was found until May, 1998. During those ten months there were no changes made to the budget. The result was organizational uncertainty just at the time when the Course Internationalization Project was getting underway. This is the environment in which this new program has been developed. However, in many respects the challenges apparent in this setting are not atypical of what is found on many college campuses. In fact, in this kind of complex, physically unconnected environment, even

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greater attention should be devoted to careful planning processes. Planning should occur because of the environment, not in spite of it.

Despite the difficulties of program innovation in this setting, my evaluation of the program has shown that the use of a framework based on standard evaluation theory and practice can aid program development and improvement. The recommendations I have offered do not require large infusions of cash or other resources. Instead, I have tried to focus on areas in the planning phase having to do with the clarification of its purpose, goals, objectives and values. Program participants will have devote time to "consensus building" (as Provus said) and work out the underlying assumptions upon which the program is based. In this way, rationality can be increased "a little bit more". Program participants will then be able to communicate with those on campus who have the power and authority to provide increased support.

This is a very young program, still working out its identity, so to speak. Evaluation "is not simply a matter of finding what is right for each institution but also of understanding that different emphases are right for the same institution at different stages in its assessment process (Banta et al, 1993, p. 85). Indeed, as other have observed, some of the greatest benefits of assessment and evaluation occurred in its earliest stages, "when faculty were forced to actively wrestle with ...instructional goals and how they might be recognized" (Ewell, 1994, p. 368). There is no "pathology" to report; rather, here evaluation is used as a means of knowing where to focus attention in the process of developing and improving the program.

Curriculum innovation and the use of new teaching strategies will always take time

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to develop and stabilize. This does not alter the fact that a way must be found to examine what is happening in the early stages of the program.

> Folklore is not a sufficient repository. In our data banks we should document the causes and effects, the congruence of intent and accomplishment, and the panorama of judgments of those concerned. Such records should be kept to promote educational action...The countenance of evaluation should be one of data gathering that leads to decision-making, not to trouble-making (Stake, 1972, p. 102).

Implications for Practice

While evaluation and assessment efforts can contribute to program development and improvement, several conditions should be present in order for evaluation to make the strongest impact. A major problem associated with the role and use of evaluation, is that it is not part of the higher education culture. Internal campus processes that have traditionally provided incentives for involvement (such as pay, promotion and tenure) need to be connected with evaluation and assessment processes in order for evaluation to make a real contribution (Ewell, 1997b; Muffo, 1996).

> One cannot overstate the importance of laying a strong political foundation. Without it, the assessment structure cannot stand. Faculty members, department heads, and deans are keen observers of their administrative superiors and readily discern which attitudes and behaviors are rewarded and which are not (Terenzini, 1991, p. 331).

As has been shown at TCC, program administrators and faculty members were unaware of how to go about conducting evaluation. They were receptive to the ideas embodied in evaluation, but had no clear way to go about doing it. And they had no guidance or additional incentives from a higher administrative level which might have provided

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assistance in an evaluation effort. AAHE's Principle Eight is: "Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change" (1992, p. 2).

Another difficulty affecting the impact of evaluation arises from its role and the climate in which it occurs. Evaluations performed for summative reasons may please the public and the legislatures. However, they may not engage the imaginations or enthusiasm of the faculty. Faculty members are more interested in formative evaluations which have as their central purpose the improvement of the educational program. Improvements are based on effectively linking local assessment initiatives with the teaching-learning dynamic that occurs in the classroom. "AAHE has always insisted, without dismissing the importance of accountability, that assessment must ultimately serve educational improvement; otherwise, accountability alone would prove destructive of educational quality" (Wright, 1997, p. 587).

Tied with this last point is the idea that certain types of evaluation models or approaches are more useful for program development and improvement than others. In Chapter Two, several evaluation models were presented. In evaluation of the locally-based TCC program, it was most helpful to use the responsive evaluation approach, coupled with of identification of the programs's purpose, mission, goals and objectives. So as not to overemphasize the goal-oriented approach, which may overlook other important effects, the unintended consequences of the program were also sought. Missing from this evaluation of the TCC program were expert-based and decision-making evaluation approaches. These would have been inappropriate for the needs of program

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participants whose desire is to improve the impact of their curriculum innovation. The expert and decision-making approaches may be more useful for large-scale approaches such as are developed for accreditation visits, in which the issues of external stakeholders are very important.

In addition to strengthening campus processes to support evaluation and assessment activities and choosing the right evaluation approach, another condition for evaluation and assessment which has been mentioned is the involvement of faculty members. Faculty across the U.S. are thinking about and learning new ways of focusing on the nature of learning. But they confront many demands on their time, which is why it is crucial for the overall campus structure to support the evaluation process in its many aspects. "...there simply must be some payoff for faculty members, whether in the form of additional funding to correct identified program deficiencies, rewards for a job well-done...or other incentives to engage in assessment and enhance the quality of teaching and learning" (Terenzini, 1991, p. 331).

Implications for the Study of Higher Education

Higher education as a field of study lacks a clear-cut body of knowledge or conceptual framework that is shared by its practitioners. It borrows literature from many other fields, including psychology, business and economics. Evaluation theory is missing both from the standard core of the higher education curriculum, and from the training that occurs for higher education administrators who have backgrounds in other disciplines. Students of higher education are not taught evaluation theory or practice. Clearly, this is a gap in the curriculum and needs to change. Compounding this problem, assessment and

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evaluation activities are not part of the higher education culture. On some campuses there is little expectation that evaluation processes should be a routine part of the academic enterprise. It is then no wonder that individuals are not engaged in sound evaluation practice.

Evaluation has an important role to play in informing the higher education field about its practice. Models for evaluation need to be developed specifically for the higher education community, and information needs to be disseminated about evaluation theory and practice. Models or approaches should be examined specifically for their application to local issues and needs. In order for faculty and administrators to buy into evaluation activity, they need to trust that it will yield truly useful information, rather than data that is geared to external audiences and with limited impact on classroom activity.

It is also very important that senior-level administrators and college presidents communicate that evaluation is valued on their campuses. Clear messages should be sent on this issue, and faculty and staff need to know that evaluation is for the purpose of improvement of curriculum and programming. To this end, better pathways need to be developed on campus in order that evaluation results will be linked with further actions that must be taken. Efforts to reward evaluation activity should be made. The use of the wrong evaluation approach, or evaluation performed in a negative political climate, will do much to diminish the good will and cooperation of faculty members in the future. Similarly, evaluation results that are not used will destroy further cooperation from participants.

This study focused on the use of a framework of planning, implementation and

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evaluation phases. In particular, the planning phase of programs should be the focus of significant attention. "Planning makes the implicit, inarticulate, and private explicit, articulate, and public. It brings decision making out of the closet. It replaces muddling through with purpose" (Keller, 1983, p. 70). On many campuses, planning aspects are inadequately developed and cannot serve as an adequate base of support for the program. Clearly, the practical realities of most college settings point to the need to focus resources where they will yield results most effectively. It is therefore critical that more time and thought be devoted to the basic aspects of planning that will provide the blueprint for the program in terms of its mission, purpose, values, goals, objectives, and use of available resources.

Recommendations for Further Research

As this study progressed, I found myself thinking about other questions that touched on the subject of evaluation. It would be very interesting, for example, to examine what effect the campus environment has on successful evaluation. Is evaluation more feasible on certain kinds of campuses? Is there a "critical mass" of participants involved in the evaluation process that is necessary to produce a sound evaluation? What other models or frameworks might administrators use to evaluate programs in higher education? How much of evaluation is common sense? And how frequently is a course in evaluation a requirement in higher education curricula? All would make interesting research topics worthy of study.

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APPENDIX A

Faculty Interview Questions

1. What is the mission of the program?
2. What values does the program promote?
3. What would you say are the goals and objectives of the program?
4. What would you say is the purpose of this program?
5. Were the expectations for your course made clear?
6. What kinds of assistance did you receive?
7. What kinds of difficulties did you encounter?
8. Were resources sufficient to accomplish your internationalized course objectives?
9. How much time was (or will be) devoted to international content?
10. What were students' reactions to the internationalized course?
11. Were you given any information from the director regarding indicators of program or course effectiveness?
12. Do you think student work or "products" in your course reflects some international content and awareness?
13. Are there any unexpected results in terms of students' behavior?

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TIDEWATER
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June 3, 1997 8 others APPENDIX B

Dea[redacted],

Over the course of the next weeks or months you will be starting your work on creating an international module for your class(es). Let me fill you in a little on the on-going internationalization picture so you'll have some background on where your effort fits in the whole College effort.

More than a decade ago about a dozen faculty saw the need to do more to bring global education into their individual classrooms. They were mostly language, humanities, and social science folks (and a former Peace Corps volunteer who taught math). They persuaded the then dean, [redacted] to create an International Education Task Force composed of these colleagues and to give it a budget for activities that they would determine. [redacted] was the first chair of that group, and the College was financially more comfortable than it has been at any time since. In those early days some successful grant-writing was done that brought further funds to the College. [redacted] was again largely responsible, and [redacted] was persuaded to accept appointment as Coordinator of Grants and International Programs when [redacted] joined us. (For more information, see enclosed Worldview.)

Throughout the decade it has been faculty who have promoted internationalization efforts at TCC. This faculty-driven effort, in fact, represents an unusual model: most internationalization programs emanate from the top down and emerge from the interests of administrators. The direction future internationalization efforts will take at TCC is still determined by faculty and for faculty by our peers. As you join us in this effort, you have an opportunity to add your link to a strong chain, and you will be assisted in your project by those who have been part of previous efforts.

The biggest projects in TCC's international history have been the five following:

- development of two on-going faculty exchange professorships that grew out of the sister-college arrangements we have with Beijing Broadcasting Institute (China) and Charles University, Prague (Czech Republic), and a third exchange at Baltic States Technical University, St. Petersburg (Russia).
- three faculty summer seminars on East Asia, Eastern Europe and Latin America respectively.
- two Fulbright Group Projects Abroad faculty seminars, one in the Czech Republic and Slovakia, the other in Mexico.
- study abroad programs of both short and long duration in France, Costa Rica, China, Greece, Britain, and the Czech Republic.
- a College-funded stipend program for both faculty and students to pay all or part of the cost of work/study outside the U. S. either as members of organized programs or as independent scholars.

Not surprisingly, most of these efforts, except for the faculty stipends, have been geared to humanities and social sciences. In fact, most of the Department of Education grants have stipulated this limitation. Fortunately the Course Internationalization Program that you are part of focuses directly on the needs of students and faculty NOT in the humanities or social sciences. Now we can begin to redress the past imbalance.

We have three kinds of assistance for you on your project.

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1) Funds to connect you with an <u>area expert</u>, that is, someone at a major research university which is designated by the Department of Education to do outreach to smaller schools. As soon as you are underway, **contact me so that we can find this person for you.**

2) A peer on your campus who has written a successful module who will review your plans with you.

3) A doctoral candidate in Higher Education from William and Mary, Edie Steele, who will help you design your pre- and post-test and determine how much your module is making a difference. (Working with Edie is strictly voluntary, but could be useful.)

If you want further help, just call my office and we'll do everything we can to help you produce a module you'll be proud of. You may want to present it at professional meetings. And the College will publish it, bound in a volume with those of your peers, so that it can be disseminated to other colleges that teach your discipline to permit others to benefit from your work. Your participation in this program could lead to further opportunities for you to assist others, to receive support for travel to the region of your interest, or to teach in the International Studies Honors Program.

Now, what are your responsibilities?

I am enclosing a release time form which you need to complete and take to your division chair. This will assure that the grant is billed correctly. The second form is for you to record your time and effort. The grant expects that you will devote 180 hours of time (total) to this project. Please keep a log of those hours; federal auditors will probably check this, as they have in the past. One good way to keep your log is to set aside a regular time slot for your grant work. Each month please send the time and effort report to my office. Note that the form allows for flexibility. If you do not work on the module one month, you can make up for it the next. **Just keep track of your hours!**

Concerning the large report that is enclosed . . . You may find it interesting to see where your work fits into the even larger picture of community colleges throughout the U. S. The report summarizes the meeting of community college presidents across the country as they wrestled with what internationalization should accomplish. It contains some thought-provoking information, including outcomes that one might expect for students who have been exposed to the sort of module you will create. The enclosed Edwards and Tonkin article gives you another perspective on the "Less Easy" fields to internationalize. As we come across other resources, we will pass them along.

I hope you are as enthused about embarking on this enterprise as I am for you. Stay in touch.

Best regards,

Barb

Barbara T. Johnson
FLIP Director

BTJ/cdp

Enclosures

C Mary Ruth Clowdsley
Edie Steele

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APPENDIX C

Program Objectives

> By June 1998, 250 students who complete courses taught by the 12 mathematics, science or occupational/technical faculty, who have completed modules...internationalizing courses they regularly teach through the faculty and curriculum development mentoring project, will demonstrate, through pre-and post-tests increased understandings of the societies and cultures of the regions involved. By June 1998, the 12 modules developed will have been shared with other College faculty in those disciplines through a series of in-service training workshops. In the following year, at least 12 other College faculty will teach using those modules (Tidewater Community College, 1995, p. 8).

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APPENDIX D

Faculty Members' Proposed Course Evaluation Plan

1 a) A questionnaire will be given to the students to evaluate the whole process. B) The quality of the students' solutions to given problems will be evaluated by the faculty in order to determine whether the theory taught and the assigned problems were appropriate.

2 The project would be evaluated by student feedback (written evaluation form on content and presentation method). Informal faculty feedback from other...instructors would be elicited.

3 I would plan to allow students as well as colleagues [to] provide some evaluation. Additionally, I would reflect on the project to enable improvement and updating.

4 Once the ... problems have been created I intend to use them in my own ...class and to ask faculty members from my department to use them in their ...classes so that they can evaluate the materials for me.

5 Upon completion of the examination of ...practices, a case study will be written for use in the class. It will explain the major differences between the ... and U.S...practices. Students will be

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required to analyze these statements and interpret them under the assumption that they were compiled according to ....practices. It is proposed that the quality of this module be evaluated based upon this case study.

6 Students do a final project/presentation as a course requirement. The success of this curriculum project could well be determined by a 25 % selection of topics relating to....

7 Any new ideas incorporated into my classes will be evaluated by a student questionnaire at the end of the semester. Any proposed changes in the curriculum, or in the use of technology or pedagogy in our...classes ...would have to be evaluated by the ...faculty and/or division chairman.

8 Upon conclusion [of the] project, the proposed course will be critiqued by fellow VCCS...faculty and my division chairman. I believe that the ultimate evaluation of the value of this project will be made by our students that subsequently take the course.

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APPENDIX E

Student comments from Internationalized Course, summarized by instructor:

1. Please comment on the idea about selecting a problem from another country and trying to solve it.

Response: Seventy percent were very enthusiastic about this idea. Thirty percent liked the idea, however they were not confident that they could help based on their limited knowledge.

2. Please comment about the information presented in class concerning the environmental problems in different parts of the world.

Response: All students made positive comments about this question. It made them aware of problems around the world and here. Specifically one student said, "problems in other parts of the world will eventually have an impact on the environmental quality here." Another student said, "it sparked my interest, so I began to pay more attention to newspapers."

3. Do you believe that this type of class activity (internationalization of a class curriculum) should be repeated in this class or another class?

Response: All students believe this type of class activity should be included in this class again and also in other courses.

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APPENDIX F

Program Director Interview Questions

1. How is the institutional mission reflected in the program?

2. What are the program's goals and objectives?

3. What educational values does the program promote?

4. What is the purpose of the program?

5.A. What are the specific activities and classroom strategies that support the program's goals?

B. By what processes were changes made to courses?

6. What types of evaluation activities have been included in the program plan?

7. Were indicators of program success developed? If so, how were these arrived at?

8. What types of student behaviors or reactions to the program would demonstrate that goals for students were realized?

9. Outside of program goals and objectives, has your experience of this program yielded unexpected results, either in your actions or in those of students? If yes, in what ways?

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APPENDIX G

Student Comments from class visit, April 22, 1998

1.a. Q.: What do you think were the professor's expectations for your learning in this course?

A.: "Broadened our scope and awareness." It helped us "become more culturally sensitive"... more aware of other cultures. (General agreement among students in class.) The course also encouraged a "broad overview of --- this was enhanced by a ---(non-American) perspective."

1.b. Q.: How would you describe the goals of this program?

A.: Students were not clear about the "program" or its goals.

2. Q.: Outside of your professor's expectations for your learning, did this program enlarge or alter your attitudes or thinking in any other ways? If yes, in what ways?

A.: This course "raised my awareness of myself as an American, especially through the project in class." "The American perspective is not the only perspective--I found out that there's not only one way to celebrate Christmas." "Everything isn't done just like in the U.S."

Additional comments:

The instructor did explain one goal of the class was "to make us more aware of other cultures." Students also reported that they spent many hours learning to use the internet, which they considered would be a real advantage to

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them in the future. Some members of the class appeared a bit confused about why the course was internationalized, although they were not at all negative about it.

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1983-1984	The University of Virginia Charlottesville, Virginia Master of Education
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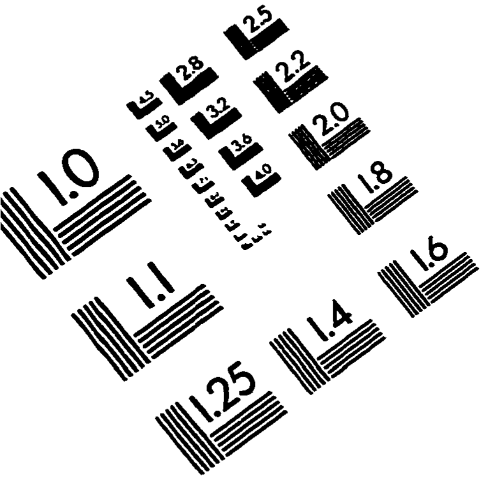

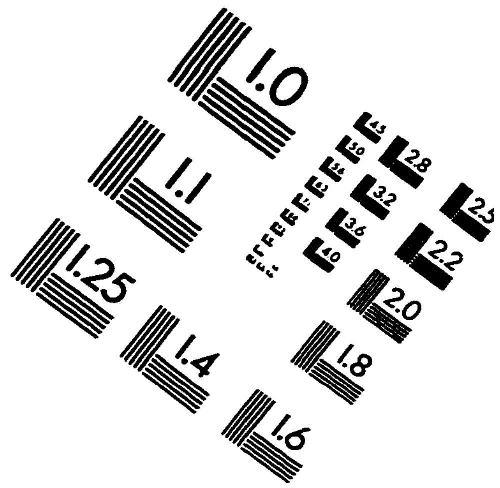

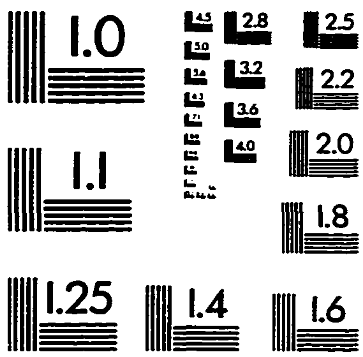

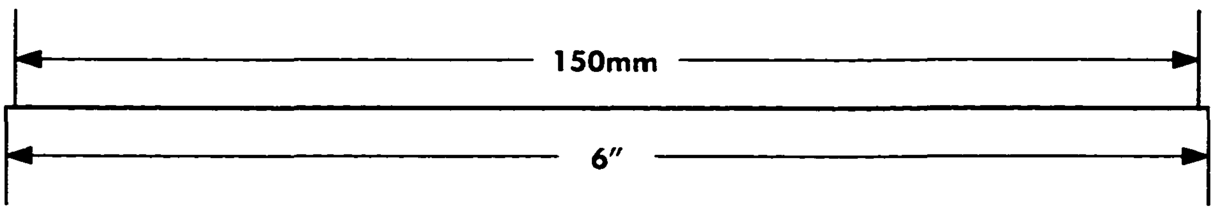

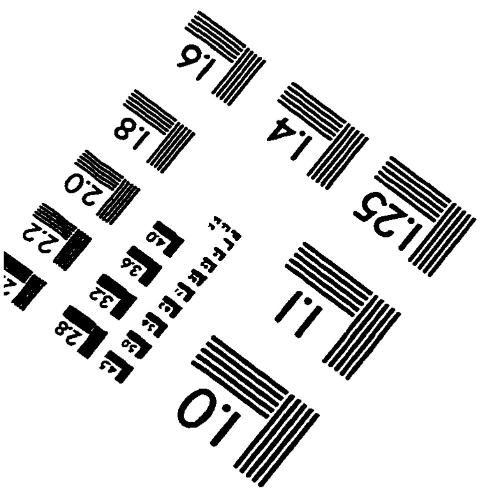

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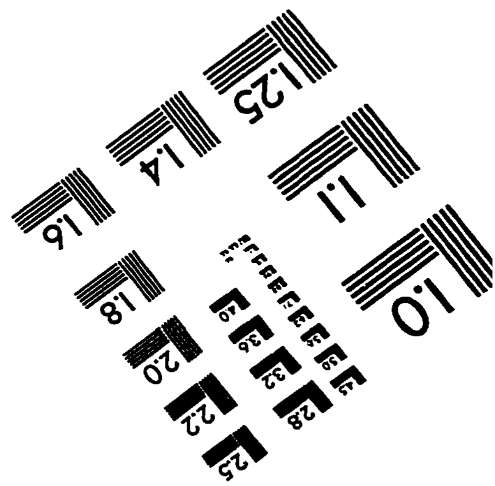

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